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ABSTRACT

Chapter I programs are based on locally identified needs, and projects are developed and operated at the local level to meet each district's needs. A majority of Chapter I programs stress language and math skills, however, there are a wide variety of instructional approaches. This source book relates educational practice to research in school effectiveness and presents successful educational practices. It is used in training for Chapter I program staff throughout Maine, New Hampshire, and Vermont. Fifteen research indicators are listed, with explanations and summaries of the separate approaches taken by various school districts. The 15 research indicators are organized under 4 indicators: (1) communicating high expectations about Chapter 1 students to Chapter 1 students, their teachers, and parents; (2) planning instruction, managing instruction environment, and using appropriate methods and materials; (3) sharing goals and progress, regularly monitoring and providing feedback to students, and involving parents in students' learning; and (4) providing leadership in staff development, supervision, and program evaluation. A "Quick Scan Reference Guide" correlates the 134 descriptions of teaching practices with topical categories, grade levels, and academic subjects. Examples of program forms and student work are included. The book also contains a chart of contributing schools/systems and teachers, maps of contributor locations, an index, and a list of 24 research references. (ALL)

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A Practitioner's Sourcebook

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Effective Educational Practices in Chapter 1 Programs in Maine, New Hampshire and Vermont

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A Practitioner's Sourcebook

Effective Educational Practices in Chapter 1 Programs in Maine, New Hampshire and Vermont.

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Foreword

A significant highlight in American education over the past twenty years has been the services provided through Title I of ESEA and its successor legislation, Chapter I of the Education Consolidation and Improvement Act (ECIA). Creative planning by instructional staff and active support from administrators have both contributed to the success of Chapter I students. Local, state and national evaluations have verified the progress the students have made.

Chapter I programs are based on locally identified needs, and projects are developed and operated at the local level to meet each districts' Chapter I students' needs. Although a majority of Chapter I programs stress language and math skills at the elementary levels, there are a wide variety of instructional approaches. There is, in fact, no single identifiable statewide or national Chapter I instructional program.

That the Chapter I program is an amorphous conglomeration of local projects when viewed from a state level, may in fact be Chapter I's greatest strength. Although the funding is federal and administrative responsibilities reside at the State Department of Education, the actual programs are local. It is in recognition of this characteristic of Chapter I programs that this Sourcebook was conceived and developed. The greatest talent for meeting needs of local Chapter I students lies in the commitment of the local school district. This great reservoir of knowledge about and skill in working with Chapter I students has remained essentially untapped.

Past program improvement efforts have stressed adoption of intact proven programs. In some cases this emphasis on adoption of whole projects and maintenance of all essential components have made it difficult to move successful practices from one setting to another. Many schools are seeking ways to respond to identified needs and problems in their own programs but not desirous of instituting whole new programs.

This Sourcebook serves to recognize Chapter I educators who have developed ways to implement the findings of effective school research and responds to the needs of those districts seeking to strengthen already effective programs. Through the cooperative efforts of Maine, New Hampshire, and Vermont we have managed to collect and present a number of instructional practices which help Chapter I programs to be more effective. It provides practical approaches to factors which research indicates lead to more effective programs.

The Sourcebook comes from and is directed to the real strengths of Chapter I: the project and practicioners at the local district. It has therefore, maximum potential for increasing the effectiveness of each and every local program. May you find it helpful.

Let me thank each of the hundreds of Chapter I staff members throughout the three states who made the effort and took the risk of submitting practices for inclusion in the Sourcebook. Your commitment to Chapter I students in your district is well known. Without you neither your students' progress nor this Sourcebook would be possible.

Robert L. Brunelle, Commissioner
N.H. Department of Education

Acknowledgments

This document describes the efforts of local Chapter 1 staff in Maine, New Hampshire and Vermont who are listed in the index of contributors at the end of this sourcebook. The breadth of this document stems from their efforts to make their Chapter 1 programs as good as they possibly can. I thank them for the time they took to respond to the requests for information, and for their patience in answering further questions. Many who took the time to submit practices did not have them included in this book. We thank these people for their interest and contributions, even though they are not directly recognized here.

Richard B. Hodges, Jr., Director of Chapter 1 in the New Hampshire Department of Education, initiated the project of which this book is a product. He was always available to provide administrative support, and advice when his experience was needed. Dr. Robert Brunelle, New Hampshire Commissioner of Education, gave the project his administrative support, and made his department its fiscal agent.

Dr. Mary Stuart Gile, Chapter 1 consultant for the New Hampshire Department of Education, was the co-ordinator of the entire project. She brought to it her exceptional skills as a facilitator and her extensive knowledge of Chapter 1 programs and their staff. Dr. Franklin Adams, Chapter 1 consultant in the Vermont Department of Education chaired and convened the Vermont project task force. Donald Zambri did the same in Maine. All three sat on the project steering committee, where other members were Christine Dwyer, Research Associate for RMC Research Corporation, and Douglas Fleming, Manager for Information Services and Training for the Northeast Regional Exchange, Inc. Both served on a subcommittee on the design and review of the sourcebook, and contributed enthusiastically and unstintingly to the project to make it a success.

Task forces within each of the three states were responsible for designing strategies for collecting information and reviewing practices for the sourcebook. They assisted in the collection

of practices, independently reviewed over 1,000 documents which were submitted to them, and then met together to review the finalists from each state and select those which would appear in this sourcebook. Members of the three task forces were:

Maine

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Diane Engler
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Deanna Pelkey served as a student intern during the data collection phase of the project. Eleanor Seager edited the initial and final drafts and was a calming influence when deadlines loomed. Linda Dowell and Cheryl Smith were project secretaries.

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Introduction

Why The Sourcebook Was Written

A Practitioner's Sourcebook relates educational practice to recent research in school effectiveness. The objective of this sourcebook is to give the research principles life so that professionals and paraprofessionals in schools can connect them with teaching practice. The sourcebook will be used in training for Chapter 1 program staff throughout Maine, New Hampshire and Vermont.

This sourcebook is intended to recognize the creativity and vitality of Chapter 1 staff. Even though most staff work with very limited funds, they have managed to implement a variety of creative ideas which increase the effectiveness of their programs. The practices described here highlight many of the excellent ideas and effective teaching that takes place in Chapter 1 programs throughout northern New England.

Chapter 1 staff in Maine, New Hampshire and Vermont often work in isolated settings. Many of them, particularly those in small programs, have little opportunity to talk with others about mutual interests and program ideas. This sourcebook is intended to promote discussion, both between and also within programs. The project has increased communication among the three states, and the steering committee hopes that communication will continue.

Some sections of the sourcebook are longer than others. The reason is that the project received more practices to choose from in those sections. Those which are shorter are probably those which deserve attention from educational leaders in Chapter 1.

How The Sourcebook Was Created

The project steering committee was primarily responsible for drafting the fifteen indicators of effectiveness on which the sourcebook is based. The specific wording of these differs slightly from that of other literature on the same topic, yet the content is similar. The reason is that the practices are written from the perspective of Chapter 1 programs rather than of entire schools.

Each state task force designed its own process for collecting data on which the sourcebook is based. Each process varied slightly, but all Chapter 1 practitioners in the three states were invited to submit practices which might be included in the sourcebook. The response in each state was excellent. All returns were reviewed by teams on the state task forces, and were accepted for possible publication in the sourcebook on the basis of the descriptions submitted. Submissions were selected because they described ways in which the research could be implemented in the classroom and because they were likely to be of interest to other practitioners in the three state area.

How To Use The Sourcebook

The sourcebook is not intended as a text to be read from start to finish. You may wish to browse through it to get an idea of its contents. As a second step, we recommend that you take time to review the four section headings and the list of the fifteen research indicators, relating them to your own program or teaching practice. Do any of them strike a particular chord as areas in which you would like some new ideas to improve your teaching or your program? (See the table of contents.)

The Quick-Scan Reference Guide which follows is intended to help you find practices which are relevant to your needs. Every practice is assigned to descriptive categories. These vary according to each practice, but include grade level and subject area where appropriate. Each practice is numbered so that you can find it easily and quickly. Many practices do not fit neatly into research categories; once you have decided what to look for, you may wish to read through practices in related areas rather than rely on the Quick-Scan Reference Guide alone.

You may wish to read through the section introductions, which consist of reviews of recent effective schools' research as it relates to Chapter 1 programs. They also contain selected suggestions for further reading and full references of all books referred to in the main text.

The numbers in parentheses after each practice correlate with the numbers in the list of contributors. One reason for including an extensive list of contributors is to recognize those whose practices have been chosen. Another is to encourage you to make contact whenever this would be useful. The maps inside the back cover are a guide to the location of programs.

You may wish to respond to the practices in different ways. Some will not be applicable to your program. Others may resemble practices you have already incorporated into your program. These examples may reaffirm your values and behaviors. Others will be new, and may suggest a way of working which you haven't considered before and which might be an improvement. We hope that these will stimulate you to further improvements in your program.

Finally, please take the time to complete and return the evaluation at the end of the sourcebook once you have had a chance to use it. We would appreciate your assistance in our own evaluation.

3 Quick Scan Reference Guide

Communicating Expectations

Chapter 1 practitioners communicate high and positive expectations about achievement to all Chapter 1 students.

Practice #	Public Recognition	Reward	Self Esteem	Stated Expectations	Other	Early Childhood	Elementary	Jr. High	Secondary	Reading	Math	Other	Page
1				•			•			•			11
2		•		•			•			•			11
3	•			•			•			•			11
4				•					•	•	•	•	12
5				•	•		•			•		•	14
6			•			•						•	14
7			•			•						•	14
8			•				•					•	15
9		•	•				•			•			15
10	•		•				•			•			16
11	•		•				•			•			16
12	•						•					•	16
13			•	•			•			•		•	16

Chapter 1 practitioners communicate high and positive expectations about Chapter 1 students to other teachers and parents.

Practice #	Team Approach	Meetings & Conferences	Reports	Other	Early Childhood	Elementary	Jr. High	Secondary	Reading	Math	Other	Page
14	•	•		•				•	•	•	•	17
15		•	•			•			•			17
16		•				•			•			18
17			•			•			•	•		19
18		•	•		•						•	19
19			•			•			•	•		20
20				•		•			•			20
21				•		•			•	•		21

Practice #	Parents	Students	Teachers	Others	Early Childhood	Elementary	Jr. High	Secondary	Reading	Math	Other	Page
22	•		•			•	•		•			23
23	•					•			•	•		23
24		•	•					•	•			23
25			•			•			•			25
26		•	•			•	•	•	•	•		25
27			•			•			•	•		26
28	•		•			•			•			27
29			•			•			•			28
30		•	•			•			•	•	•	29
31	•		•			•			•			29
32			•			•			•			30
33	•		•			•			•	•		30
34	•		•			•				•		30
35		•				•			•			30

Chapter 1 practitioners plan instruction to provide regular and frequent successful learning experiences for students.

Practice #	Direct Instruction	Practice & Application	Diagnosis & Assessment	Early Childhood	Elementary	Jr. High	Secondary	Reading	Math	Other	Page
36			•		•			•			31
37		•					•	•			33
38				•	•			•		•	33
39	•	•			•			•		•	33
40		•			•			•		•	34
41		•			•			•		•	35

Planning Instruction

Practice #	Category: Management	Motivation	Spatial Arrangements	Materials	Special Events	Instructional Techniques	Communication	Grade Level: Early Childhood	Elementary	Jr. High	Secondary	Subject: Reading	Math	Other	Page
Chapter 1 practitioners consistently maintain an environment which is conducive to learning.															
42		•	•						•			•	•		41
43		•							•					•	41
44			•						•			•			42
45	•								•	•		•	•		42
Chapter 1 practitioners manage their instructional settings in ways that maximize student engagement in learning activities and minimize disruptions.															43
46	•			•					•			•		•	43
47	•			•					•			•			43
48		•		•					•			•			44
49		•							•			•			44
50		•		•					•				•		45
51	•							•						•	45
52				•					•					•	
Chapter 1 instructional goals are related to the classroom's goals for the student.															
53					•				•			•			47
54						•			•			•	•		47
55						•			•			•	•		47
56						•			•			•			48
57	•					•			•			•			49
58						•			•				•		49
59						•			•			•			49
60	•					•			•			•	•		50
61	•					•			•			•			50
62	•					•			•			•	•		50
63	•				•					•	•	•		•	51

Practice #	Category: Management	Motivation	Materials & Material Mgt.	Special Events	Instructional Technique	Communication	Grade Level: Early Childhood	Elementary	Jr. High	Secondary	Subject: Reading	Math	Other	Page
Chapter 1 practitioners use instructional methods and materials appropriate for their students.														
64					•		•						•	53
65		•			•	•					•		•	53
66		•			•			•			•		•	55
67					•			•			•			57
68		•			•			•			•			58
69		•			•		•				•			58
70			•		•			•			•			58
71		•		•				•			•			59
72		•		•				•			•			59
73			•					•			•			60
74		•			•			•			•		•	60
75			•		•			•				•		60
76			•		•				•			•		61
77					•	•				•			•	61
78		•			•				•		•		•	61
79	•	•			•	•		•	•			•		62
80		•	•		•			•			•	•		62

Sharing Goals and Progress

Practice #	Category						Grade Level				Subject			Page
	Materials	Evaluation Techniques	Instructional Techniques	Communication	Monitoring Systems	Feedback Systems	Early Childhood	Elementary	Jr. High	Secondary	Reading	Math	Other	
Chapter 1 practitioners monitor their students regularly and provide frequent and regular feedback to their students.														
81		●		●		●		●	●	●	●	●		67
82			●			●		●			●			67
83	●		●			●		●			●			67
84	●		●			●		●			●			67
85		●	●			●		●			●			68
86			●			●		●				●		69
87			●			●		●				●		70
88		●	●		●	●		●			●	●		70
89						●		●					●	71
90			●			●		●			●	●		71
Chapter 1 practitioners and classroom teachers cooperatively develop instructional plans for students to keep each other informed.														
91		●		●				●					●	73
92				●				●			●	●		73
93		●		●				●			●			73
94		●		●				●			●			74
95		●		●	●			●			●			74
96		●		●				●					●	74
97		●		●						●	●			75
98				●				●			●			76

Practice #	Category						Grade Level				Subject			Page
	Materials	Evaluation Techniques	Instructional Techniques	Communication	Monitoring Systems	Feedback Systems	Early Childhood	Elementary	Jr. High	Secondary	Reading	Math	Other	
Chapter 1 practitioners actively involve parents in students' learning.														
99				●		●	●						●	77
100				●		●	●						●	77
101	●					●		●			●		●	78
102	●					●		●			●			78
103	●					●		●			●		●	78
104	●					●		●				●		79
105				●		●		●				●		79
106						●		●			●			81
107						●		●			●			81
108	●					●		●			●			81
109						●		●			●			82
110						●		●			●			83
111	●					●		●			●			83
112	●					●		●			●			84
113				●		●		●					●	84
114				●		●		●	●		●		●	84
115				●		●		●			●			85
116				●		●		●			●		●	85

Practice #	Category	Grade Level	Subject	Page

Providing Leadership

Chapter 1 practitioners are directly involved in the planning and development of staff development activities including those that are directly related to their role in the project.

Practice #	Materials	Evaluation	Planning	Staff Development	Instruction	Supervision	Leadership	Early Childhood	Elementary	Secondary Jr. High	Page
117		●	●	●							91
118			●	●							91
119				●	●						93
120				●	●	●					93
121			●	●	●						93

Chapter 1 practitioners in leadership roles supervize staff in ways which help them improve instructional effectiveness.

122		●		●	●	●	●		●	●	●	95
123				●	●	●			●	●	●	97
124	●	●	●		●	●		●				97
125						●			●	●	●	97
126			●	●		●			●	●	●	97
127		●				●	●		●	●	●	98
128	●						●		●	●	●	98

Chapter 1 practitioners plan and conduct project evaluations for the purpose of program improvement.

129		●					●		●	●		101
130		●	●					●	●			101
131		●	●						●	●	●	102
132		●	●	●					●	●	●	102

The building principal provides leadership in supporting the goals of the Chapter 1 program.

133							●		●	●		105
134							●		●	●	●	105

Communicating Expectations

There is considerable research that shows how students' academic performance is influenced by their own expectations, and by others' expectations of them (Good, 1984). Chapter 1 practitioners can improve students' academic performance by building into their teaching those practices which communicate high expectations. The research indicates that teachers tend to expect significantly less of low-achieving students than they do of others in their classes. Teachers exhibit these differential expectations by the numbers and types of questions they ask of students, the pace of instruction, and the opportunities they allow for student responses.

For example, low-achieving students are recognized less frequently in class than those whom teachers perceive to be able to give quicker responses. Further, they are usually given less time to respond when they are called on to answer questions (Fisher, et al, 1980). Slower students who do manage to answer questions tend to be criticized more often for incorrect responses. If they are not, they are often not asked back-up questions if their answer is not fully adequate, or are allowed to think that marginally correct answers are adequate. Finally, research indicates that students who are not relatively high achievers tend to be given less feedback than their more successful peers, and tend to be interrupted more often while they are working. None of these responses promotes high levels of achievement.

Obviously, expectations which are set for all students, including those in Chapter 1, must be both high and realistic. Chapter 1 staff have the opportunity to tailor their

expectations to each student because they usually work with individuals or small groups. As advocates for their students, Chapter 1 staff have the special responsibility of continually communicating both high expectations of their students and information about their students' progress to classroom teachers and parents to ensure a flow of information about successes and skill development.

A necessary criterion for setting high expectations for academic achievement is to have clear goals, and to be able to communicate them. Staff who have well-defined academic goals for the Chapter 1 program and their students tend to have greater flexibility in using a variety of materials or approaches to determine which will be most successful for particular students. Any number of approaches may be used to achieve a particular objective provided that objective is well-defined. Students learn better if they are able to create a mind-set and framework around what they are learning. Thus the learning goals must be communicated to the students. This may be done in a variety of ways, either written or spoken, and may mean involving them in part of the goal-setting process.

A necessary pre-requisite for setting high expectations for students is to convince them that the expectations are realistic, and that the risk and effort necessary to achieve them are worthwhile. Students must think that they are sufficiently capable to have a chance at succeeding at a task before they will be willing to try it. There is no better way to create this sense of self-esteem than to create tasks at which students succeed. Students tend to learn the basic skills best when they succeed seventy to eighty percent of the time. The frustration and stress levels at which they perform best vary according to individuals, but low achievers tend to need more success than those who learn quickly (Rosenshine, 1983).

Success has been termed a 'rate variable' by researchers. It is important to understand that students not only need to be successful much of the time, they need to have a constant stream of success. This is particularly challenging in the case of Chapter 1 programs, because staff tend to see their students for short periods of time. It is often difficult to ensure that effort and success are closely linked, and that there is a carry-over from one session to another.

The first set of practices in this section of the sourcebook lists ways in which Chapter 1 staff communicate high and positive expectations to their students. It includes practices designed to improve self-esteem by focusing attention on individuals, and a number of practices in which students participate in setting learning goals for themselves. It describes ways of reinforcing successful learning, and of convincing Chapter 1 students that they can be successful learners. It also includes some activities that are new to students and for which they have not developed patterns of failure. Chapter 1 staff can expect a high level of participation and success without interference from previous negative associations.

The second set of practices in this section describes ways in which schools enhance communication between the Chapter 1 program and the classroom, and also between school and parents through the Chapter 1 program. The objectives of the activities are to improve the achievement of, and serve as advocates for, Chapter 1 students. Each activity describes a different way in which this can be achieved.

Successful Chapter 1 staff work to provide a positive image of the capabilities of their students. Because schools often give parents negative messages about childen's achievements, it is important for Chapter 1 staff to serve as advocates for their students. One obvious way to do this is to be able to demonstrate that their students are able to learn, and to achieve a high level of success. If the learning and successes in Chapter 1 are the skills which the students are also learning in the classroom, then this form of advocacy is likely to be successful.

Chapter 1 staff have the opportunity to get to know their students well because they work with them individually or in small groups. Many have considerable freedom to try alternate materials and methods with students, and so come to know them well. They may be able to suggest to classroom teachers ways of working with a student's learning styles and behaviors. They can also serve as advocates with their student's parents, helping them to support their children's learning.

The third set of practices in the section describes ways in which Chapter 1 staff communicate their educational goals to students, parents and other staff. The practices describe broad program goals, system-wide learning objectives to which Chapter 1 staff teach, and ways in which Chapter 1 staff set individual student objectives. These describe ways in which these are communicated to parents, and the extent to which students achieve their learning goals.

The final set of practices in the section describes ways in which programs plan for high success rates for their students as well as describing ways that schools reward success. Finally, this section includes a variety of strategies which allow students to have successful experiences with media or other intrinsically satisfying and exciting materials.

Findings From Research

- When teachers have high expectations, student achievement is high; when teachers expect little, achievement declines.
- When teachers ask only low order questions, students will perform significantly less well on tasks than if they are asked many higher order questions.
- Methods used to group students clearly convey academic expectations to them. Policies that promote ability grouping create de facto differences in levels of educational aspirations for children.
- During the initial phases of learning during recitation or small group work, success should be at the seventy to eighty percent level. When students are reviewing, practicing, or working on homework, student responses should be rapid, smooth, and almost always correct.
- Students tend to make fewer errors on daily tasks when teachers spend more time structuring the lesson and giving directions.
- Teachers who cannot express their goals and give directions clearly are almost always less effective in promoting academic achievement than those who can.

Brookover, et al (1982); Brophy & Evertson (1976); Fisher et al (1980); Redfield & Rousseau (1981); Rosenshine (1983); Tikunoff, Berliner & Rist (1975).

Suggestions for Further Reading On Communicating Expectations

Canfield, J., **One Hundred and One Ways to Enhance Self-Concept in the Classroom,** N.Y., Prentice-Hall, 1976.

DeAnda, N., **Helping Children Develop Healthy Self-Concepts,** Far West Laboratory for Educational Research & Development, San Francisco, 1975. (Available through E.R.I.C.)

Good, T.L. and Brophy, J.E., "Self-Fulfilling Prophecy," **Today's Education,** April 1971, pp. 52-53.

Hosford, P.L. (ed), **Using What We Know About Teaching,** Association for Supervision & Curriculum Development, Alexandria, Va., 1984.

Murphy, J.F.; Weit, M.; Hallinger, P.; Whitman, A., "Academic Press, Translating High Expectations into School Policies," **Educational Leadership,** Vol. 40, No. 3, Dec. 1982, pp. 22-27.

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Chapter 1 practitioners communicate high and positive expectations about achievement to all Chapter 1 students.

The expectations which staff set for students and students set for themselves are often difficult to define. They are established by many small behaviors, many scarcely perceptible, yet they significantly influence student and teacher performance.

High Expectations

At the **Curtis School** in **West Enfield, Maine** (1), Chapter 1 students are expected to read at least one book a week and encouraged to read as many as possible. Each child makes a book selection, which is checked by the reading specialist to ensure the appropriate independent reading level. Each week children tell each other what they have read in their books.

The practice proved highly successful this past year. By mid-year many first graders had read fifteen books and their reading skills improved at a rate which pleased them and gave them a sense of achievement.

Communication Expectations Through Goal Setting

At the **Neshobe School** in **Brandon, Vermont** (2), students in the elementary grades set a goal of how many books they can read at home in a month. Children choose their own books, although they sometimes need help finding ones at an appropriate reading level. They take each book home and read it to an older person. That person signs a card in the back of the book when it has been completed.

Whenever a book is returned with a signature to say that it has been read, the accomplishment is recorded on a bulletin board. When the student's goal for the month is reached, he or she receives a reward. Rewards are often handmade by parents or other community members, so they are both unique and inexpensive to the school system. The practice not only gives students a sense of reaching their own goals, but also enables parents to keep track of their children's reading progress.

Students in grades one through six in the Chapter 1 program in the **Governor Wentworth School District** in **Wolfeboro, New Hampshire** (3), periodically decide with the teacher what academic goals they will achieve over a specific period of time. They talk together in small groups about how much work they think they can accomplish in a one or two week period, and then discuss how they will achieve what they have set out to do.

Goals based upon the discussion are written up by the teacher and posted for all to see. Participation in the goal-setting process gives the students a sense of ownership in what they are learning, and increases enthusiasm. It also helps them to understand the purposes of the Chapter 1 program, and the progress they are making towards achieving specific learning goals.

As each set of group goals is achieved, the reading teacher provides a special reward. This may consist of refreshments or a videotape of a

story, or some similar activity. Children are allowed to invite a friend from their classroom to this celebration, thus giving them special status and also helping other students understand the Chapter 1 program.

High school students at the **Laraway School,** a private school in **Johnson, Vermont** (4), are required to participate in a three-stage contracting process to ensure that expectations are well-defined and documented. Students enter the program for an initial thirty-day period. During this time they are required to formulate a long-term contract consisting of educational, personal and community goals.

The broad statements which make up the long-term contract are more specifically defined in trimester contracts for each subject area. The way in which these are negotiated differs from teacher to teacher. All teachers are trained to write both long- and short-term educational objectives, and they are required to create contracts which are flexible enough to include objectives in areas which interest the student. Each student is required to contract for either an "A" or a "B," and to complete the work agreed upon to receive that grade. The contract makes both the teacher and the student accountable. Teachers must ensure that the learning agreed to in the contract is reasonable, and that they can provide the guidance and teaching necessary for the student to complete it. Students, in turn, know just what is required of them and are expected to complete what they have agreed to.

The final stage in the process is the weekly contract. This outlines the classwork and homework which the student will complete that week. Students and teachers set goals for what will be achieved each day, both in class and for homework. The general content of the weekly contract is defined by the trimester contract, but the specific amount of work is negotiated by teacher and student. A student who has a specific commitment over a weekend, for instance, may negotiate to do no homework on Saturday and Sunday, but will do so with the knowledge that the work will have to be made up in the future to complete the trimester contract.

Laraway School Trimester Contract

Student: Bruce James Instructor:

Trimester Beginning: 9/7/84 Trimester Ending: 12/20/84

Subject Area: Math Course:

Course Description: This course is designed to improve Bruce's conceptual skills & to introduce him to the study of %s and their applications.

Materials and Resources: Amsco Arithmetic Skills. Workbook, Key to Algebra, books 3 & 4.

Special Provisions: Bruce will arrive at class on time, prepared for class, with book & pencil.

Evaluation: Classwork homework, test scores, co-operation + attitude.

Contract Modifications:

Special Assignments (projects, journals, novels, research papers, and Basic Competencies): Basic Competencies

Project Description: Basic Competencies, a project consisting of making a box for the computer keyboard.

Project Outline:

Steps:	Resources:	Tasks:	Due:
Plans completed			Oct. 7th
Cost of materials			Oct. 21st
Assembled			Oct. 31st
Stained + varnished			Nov. 14th

Condition:	Behavior:	Criteria:	Due:
Given problems requiring the determination of equivalent terms of %s	Bruce will solve problems	90% accuracy	
Given type 1 % problems	"	"	
Given type 2 % problems	"	"	
Given type 3 % problems	"	"	

I understand and agree to do the work expected of me in this contract which I have drawn up with my instructor. I will complete all work when it is due. If I complete this contract to the best of my ability, I will earn the grade circled below:

(A) B

I also understand that if I do not complete the terms or modify the terms of this contract with my instructor that I may receive one of the following grades:

Incomplete No Credit Pass

Student Date Instructor

Summer Activities

At the **Bloomfield Elementary School** in **Skowhegan, Maine** (5), the Chapter 1 staff have designed a summer activity packet for students in grades three through six. The activities are separated into three parts, and each is mailed directly to the Chapter 1 students. Thus, students receive mail addressed to them at three-week intervals during the summer. The objective is to encourage the students to read the contents carefully, to remind them frequently during the summer to follow through on activities which will maintain their reading at the level at which it was tested in June, and to show them that the Chapter 1 program expects them to continue their academic learning at home.

Self-Esteem

Promoting self-esteem encourages students to set higher expectations for themselves. Consequently, several programs use activities to improve their students' self-esteem. A basic tenet of the home based pre-school Chapter 1 program in **School Administrative Union #24,** based in **Henniker, New Hampshire** (6), is that immediate and positive recognition is given for every success. This is easily achieved because of the one-to-one relationship which the home tutors have with their students. In the most satisfactory cases, this recognition is immediately reinforced by the parent.

The home tutor always uses materials which are appropriate to the child's developmental level. Learning experiences are therefore positive. Specific learning is also concretely reinforced by the home tutors through an activity in which the child engages. Each child makes an "I can worm," which he or she is encouraged to display on a wall at home. The worm consists of a series of body segments, each of which lists a skill which the child has mastered.

Tutors also provide positive verbal reinforcement in a variety of ways. Verbal reinforcement focuses on the specific accomplishments of the child. For instance, they might say, "Wow!, What a super job!", "Look how well you...", "What can you tell me about that interesting picture?", "I like the way you...", "You must be very proud of...", "You really solved the problem of...". Tutors model this behavior for parents, and encourage them to use it as well. As parents see how successful positive reinforcement can be, they use it more effectively themselves. Parental reinforcement extends the effects of the program.

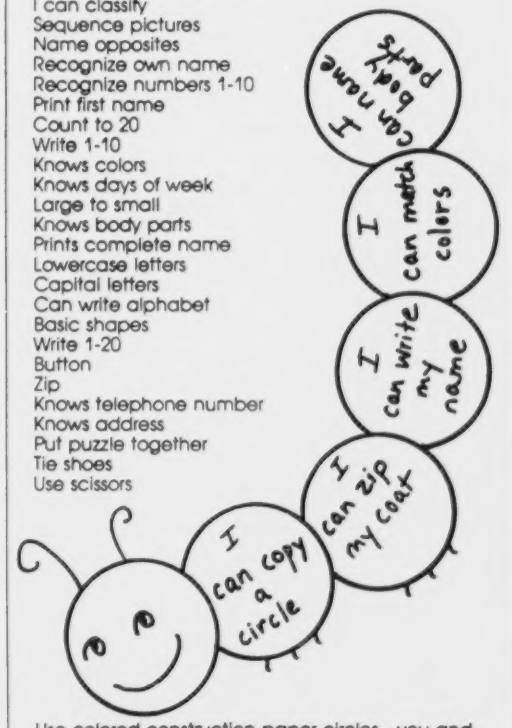
(See also practice numbers 18, 51, 64, 100, 124.)

In the **Nashua, New Hampshire** Chapter 1 program (7), the kindergarten staff encourage positive self-concept by focusing on the merits and achievements of one child each week. The practice begins as soon as the children get to know each other well enough to be able to talk about each other.

Each week a life-sized figure of one of the children in the class is traced on a large white sheet of paper and tacked to the classroom wall

Suggestions for "I Can" Worm

I can count to three
Name 3 objects
Match Cubes
Name missing parts of picture
Match size and form
Copy circle
Copy square
Copy cross
Work left to right
Copy pegboard designs
I can classify
Sequence pictures
Name opposites
Recognize own name
Recognize numbers 1-10
Print first name
Count to 20
Write 1-10
Knows colors
Knows days of week
Large to small
Knows body parts
Prints complete name
Lowercase letters
Capital letters
Can write alphabet
Basic shapes
Write 1-20
Button
Zip
Knows telephone number
Knows address
Put puzzle together
Tie shoes
Use scissors



Use colored construction paper circles—you and the child build onto the worm whenever it is appropriate.

or door. The child's name is written on the body shape, and the child's face and hair is colored in as the children dictate. All the children in the class are then asked to contribute positive statements and feelings about the child. They might say why he or she is their friend, what the child can do well, or might relate contributions the child has made to the class as a whole or to individuals.

The Chapter 1 teacher at the **North Londonderry School** in **Londonderry, New Hampshire** (8), uses a similar practice in the

kindergarten through fifth grades. Each student's hand is enlarged from a transparency using an overhead projector and traced on a large piece of oaktag. Small groups within the class then write on the hand five positive attributes about each child within the group. In the palm of the hand, students draw pictures representing the favorite activities of that child.

Tutors in the **School Administrative Union #51** Chapter 1 program in **Center Barnstead, New Hampshire** (9), have participated in a variety of in-service sessions at which they have discussed the relationship between expectations, self-esteem and performance.

Because tutors have gained an understanding of these principles, over the years they are honest with their students about their strengths and weaknesses; they build upon their strengths. They teach their students to differentiate between mistakes and failure. Worksheets, for instance, are for practice. They are not tests. Thus they do not talk about the number of problems a student has wrong. They establish an atmosphere in which students are willing to take risks to learn something new, just as it is necessary to risk falling when you learn to ride a bicycle. This approach helps students to understand that they can learn from their errors, and to be less judgmental about them. It enables tutors to expect a lot from their students without threatening them personally.

Tutors maintain close contact with both parents and teachers and follow each student's progress carefully to demonstrate that they are

interested in them. During the past year, for instance, a tutor interceded on behalf of a student who was being kept in a low level basal reader and, with the assistance of the school reading specialist, convinced the classroom teacher that the student could read at a significantly higher level. As a result of her intercession, the student was advanced in the school reading series.

These practices have developed slowly as tutors have come to their own understanding of the individual differences and learning styles of their students. It has required experience in the use of positive reinforcement, and tutors have learned that they can be more successful in their jobs when they use these techniques.

Written Reinforcement

At both the **George E. Jack School** in **Standish, Maine** (10), and the **Union Street School** in **Springfield, Vermont** (11), Chapter 1 staff give their students handwritten messages commenting on their work. At the Jack school, positive messages about each student's behavior, attitude, effort or outstanding work are given to them at the end of each session. Students are encouraged to write positive messages to each other or to the teacher. The messages are displayed on a chart entitled "Important News," which is introduced at the beginning of the year as, "the most important thing in the room."

At the Union Street School the reading teacher writes notes about student papers at a level which the child can read. The child is given the note, the teacher makes sure that he or she understands it, and also discusses it with the child. The vocabulary in the note is designed to reinforce skills which that child is learning. Some notes are humorous, some serious. All reflect personal communication of worth and achievement.

Dear Johnny,

You worked hard on this paper. I can tell by looking at it! You remembered all your ? and ! That is wonderful. I feel so proud of you! Do you feel proud?

Love,
Mrs. Smith

P.S. Please read your work to mom and dad.

The Chapter 1 program at **Gilford Elementary School** in **Gilford, New Hampshire** (12), has adopted the 'writing process' as an activity for all students. Students in grades two and three write and publish books, which are displayed in the school library. Photographs of the authors (taken by the Chapter 1 teacher) are displayed in the library above short notes about the author written by the authors themselves. The books may be signed out by other students and teachers in the school, just as other library books are.

The practice enhances the author's self-image, and also provides additional reading material for students.

At the **Colebrook Elementary School** in **Colebrook, New Hampshire** (13), students in grades one through five learn reading by writing original lyrics to popular tunes.

Before children can read independently, they can listen to stories and learn complex comprehension skills. The Chapter 1 teacher uses music and lyrics to stimulate student discussion of their anxieties about learning to read. She establishes an atmosphere which encourages students to express their fears and deal with them. This increases the chances that they can escape from their expectations of failure and enables students to become active participants in successful learning experiences. They create the stories which they are about to read, and so feel less threatened about the task ahead of them.

Students write original lyrics to a tune with their teacher, discuss the vocabulary of the song and learn the tune. The next step is reading the song aloud and discussing its meaning. The final step consists of tying everything together by singing the song, which provides an intrinsic reward.

The Chapter 1 Teacher
Music: The Gambler

On a warm autumn day in a classroom in Colebrook
I met up with a teacher
We were both too tired to read
So we took turns a singin out the lyrics of a pop song till boredom overtook us and he began to speak.
He said, Son I've made a life out of reading people's faces and knowing what their thoughts were by the way they held their eyes
So if you don't mind my sayin, I can see you're out of patience
If you give me your attention, I'll give you some advice
So I handed him my folder and he saw the lack of progress
Then he questioned my ambition and asked the reason why
The room got deathly quiet and his face lost all expression
Said if you're goin to learn to read, boy, you gotta learn to read it right
Chorus: You got to know how to sound em
Know how to learn em
Know how to understand
Know how to read
You never count the hours when you're sitting in a classroom
There'll be time enough for counting when the learning's done
Every teacher knows that the secret to surviving is knowing what to throw away and knowing what to keep
Cause every kid's a winner or every kid's a loser
And the best that you can hope for is to be a success
And when he finished speaking, he turned back toward the window
Closed up my folder and promised I would read
And somewhere in Chapter 1 a teacher gave me courage
And in his final words I found an ace that I could keep
Chorus (repeat)

Chapter 1 practitioners communicate high and positive expectations about Chapter 1 students' achievements to other teachers and parents.

Bridging the gap between Chapter 1 and the classroom

At **Hinsdale High School** in **Hinsdale, New Hampshire** (14), the role of the Chapter 1 program is defined both as improving reading and spelling skills of students and improving their academic performance in class. The reading lab staff make themselves accessible to teachers in the school on a daily basis. They encourage discussion about Chapter 1 students' progress in their classes, about assignments or tests which are forthcoming, or about performance in the recent past. This informal interaction is critical to the success of the program. It communicates the message that Chapter 1 staff are interested in how their students are performing academically, and encourages staff to think and talk about ways in which the students can improve their performance. It also means that students in the program learn that the Chapter 1 staff are interested and directly involved in improving their overall academic performance.

Chapter 1 staff help their students study, and so teach study skills. When written assignments are required, they allow the students to complete them on the Chapter 1 word processor if the classroom teacher agrees. This improves the quality of the final product. Staff also assist students to study for tests. Teachers make notes of their lectures and models of tests available to the Chapter 1 staff to ensure that the assistance they give is directly on task. In some cases, students will even take the test in the Chapter 1 room. If a number of students from Chapter 1 are taking the same test, a staff person may go into the classroom and assist them there.

The result is that students in Chapter 1 tend to improve their grades significantly. Teachers are pleased with the results, and will often seek out Chapter 1 staff to inform them of the performance of their students. Students will often do the same thing, or may return to study the test with a Chapter 1 staff person to find out where they went wrong. The outcome is higher expectations of accomplishment on the part of both students and teachers.

At the **Aroostook Avenue School** in **Millinocket, Maine** (15), the classroom teacher and Chapter 1 staff person meet monthly to establish instructional objectives for each student. These are written onto Monthly Objective Sheets, and are evaluated at the end of each month so that the tutor has a well-defined set of objectives to teach.

The classroom teacher reviews these written evaluations at the end of the month; one copy is put into the student's file, and one goes to the Chapter 1 coordinator. This process ensures that Chapter 1 staff and classroom teachers are working together, and that expectations and accomplishments of their students are well-documented.

A relatively recent addition to the process has been to send a copy of the completed form to the child's parents. A parent meeting was called to discuss the plan. The purpose and content of

Millinocket Schools Chapter 1 Monthly Objectives

Month March
Pupil Jane
"T L W" --

Objectives	Evaluation
Readiness Skills Jane will find an appropriate time to study her words each day.	This task has been hers to figure out. I hope that a suitable time has been found.
Silent Reading Jane will use the dictionary to look up words she does not know even by using context clues.	Jane knows how to use a dictionary (1) guide words (2) alphabet ordering (3) etc.
Oral Reading Jane will be exposed to more Echo Plays. They help her (1) oral expression (2) conversational tone.	Good achievement
Decoding Skills Jane will go on to Unit 6 SRAE and cover the workbook pages that stress this unit.	We just finished our last story in Unit 6 yesterday. We will use Sat. so for testing and then go on to Unit 7.
Sight Words Jane will do Speech-Print #36-#37. We will stress the months of year & days/wk. as Mrs. Harris suggested.	This repetition has helped.
Study Skills Jane will seriously probe her past tests so that she will not repeat past errors.	This has worked. Jane has computer use each Wednesday to reinforce her spelling words.
Recreational Reading Jane will read and report 2 books to me.	okay

the form were described, and small groups of parents discussed them in detail. Parents recommended that monthly evaluation be written in non-technical language. After four months, a survey indicated that parents continued to support the idea. The reporting process is an important link between parent and school, and is valuable in conferencing with both classroom teachers and parents.

Advocacy

At the **Kennedy School** in **Winooski, Vermont** (16), Chapter 1 students are encouraged to participate in school activities such as the annual, "I Love To Read Week," and the Young Authors Conference. Contributions by Chapter 1 students are respected by the whole school, and they often receive special honors.

Communication between Chapter 1 staff, classroom teachers, and parents is considered crucial to the success of the program. Classroom teachers, Chapter 1 paraprofessionals and the reading teacher meet formally at least once a marking period to discuss the progress of students, their behavior, and whether they need to continue in the program. Teachers and paraprofessionals meet informally at least once a week. Every two weeks teachers are given a form on which they are asked to list the skills they will be working on in reading in the classroom. This information is used in planning Chapter 1 tutoring sessions.

Kennedy School

Dear _____

In order to better coordinate the efforts of Chapter 1 tutors, we would appreciate the following information:

Skill areas to be covered the weeks of _____

_____

_____

Skill areas that need reinforcement _____

_____

_____

_____

Any other service that we can render _____

_____

_____

_____

Thanks,

Parent Communication

In the **Addison, North West District** in **Vermont** (17), parents are sent information about the program through a newsletter. They are also sent material on how they can help their children do better in school. An end-of-year newsletter provides them with suggestions for summer activities to help students retain their reading and mathematics skills until the fall. In this manner, parents are kept well informed about the objectives of the program and how they can assist their children. They are also kept informed about their child's progress through reports sent out with the regular report card.

In the **School Administrative Union #24** pre-school project in **Henniker, New Hampshire** (18), staff document and emphasize the positive achievements of their students. In this way, they communicate to parents and teachers their belief in the children's capacity to learn basic skills. When this belief is passed on to the children it increases their motivation and self-esteem, and so their expectations of their ability to learn.

Home visitors observe and work with children on an informal basis for about two months before they determine which specific skills they should work on together. At the end of visits, they report to parents each child's progress towards achieving particular skills. If they see the child at the home of a babysitter, they record the information in a notebook which they leave for the parents. They describe the activities they have led the child through, state the rationale for them, and suggest possible reinforcement activities which the parent and child can work on together. Parents are encouraged to make comments in the notebook on what the child has achieved, or about the program itself. There is constant emphasis on what the child can do. At the end of the year the home visitor completes a progress report on each child and reviews this with parents.

If the child is enrolled in kindergarten, regular meetings are held with the teacher to review the child's progress. The home visitor listens to the teacher's concerns about each child in these sessions, and makes a conscious effort to accentuate the skills and capabilities the child does have.

(See practice numbers 6, 64, 100 and 124 for further description of this project.)

The Chapter 1 teacher at the **Campus and Baker Schools** in **Lyndon Center, Vermont** (19), circulates quarterly reports about each student's program and progress to both the student's teacher and parents. Each report has a section describing the details of the goals towards which the student has been working for the past quarter.

The second section of the report contains a brief description of the progress which the student has made, and the skills learned.

The Chapter 1 teacher presents the information in the report to the child's teacher to determine if there are any discrepancies in their perceptions about the child. This serves as a method for ensuring coordination between classroom and Chapter 1. Finally, the report is sent home to communicate just what the student is learning, and serves as a basis for discussion during conferences with the child's parents.

Positive Environment

Chapter 1 staff of **School Administrative District #71** in **Kennebunk, Maine** (20), have

Chapter 1 Quarterly Report
Lyndon/Baker Schools

Student: _____
Date: _____

Program for this quarter:

I have been working with Matthew in the following areas:
Literature
Visual and auditory discrimination games
Memory games
Fine motor activities
Experiences with crayons, scissors, glue and clay
Large motor activities
Patterning
Alphabet letter activities
Classification
Basic shapes and related activities
Number recognition activities
Vocabulary development

Progress shown/skills learned:

Matthew recognizes the numerals to 20+.
He has increased:
a. rote counting from 20 to 30+
b. his understanding of 1-1 correspondence from 20 to 30+
c. his understanding of number combinations from 5 to 7
He can copy and trace with control
He recognizes basic shapes
He can print his first and last name
He knows the primary colors
He recognizes all of the upper case letters
He recognizes 24 of the lower case letters
He is learning some beginning letter/sound relationships

Matthew is a pleasure to work with. He always cooperates and is eager to learn new things.

_____
Chapter 1 Teacher

instituted an annual "Roving Reader Week" to provide a stimulus to students, to give the project status within the school system, and to develop support in the commmunity. Each Chapter 1 student is allowed to invite a friend from the class to be his or her guest for the week, which communicates the idea that Chapter 1 participation is a privilege. Each year there is a special button created for students to wear to commemorate the week.

The Roving Reader Week consists of five consecutive days of activities. The first day is Guest Reader Day. About forty guest readers are involved in the three elementary schools in the system. They include parents, school board members and others from the community who are interested and willing to spend the time. Their task is to read to Chapter 1 students for their regular half hour of tutoring during the day. The objective is to provide a number of role models who are readers and who enjoy reading.

On the second day of the week the students illustrate the story read the previous day, and on Wednesday they bring games from home which they would like to play with their friends. The games must require some reading (virtually all games do), and they must be able to explain the game and how to play it to a friend.

The third day consists of a large group activity. An outside resource person is brought into the school to make a presentation to them. The Chapter 1 program has brought in a magician, a representative of the Audubon

Society and a trainer from Dog Training School in past years. The success of the program has been such that the school administration has been willing to find special funds to finance the day. (This is the only day on which the students' normal schedule is interrupted.) The final day of the week is Appreciation Day. The students write letters to all those who have come in from the community to read to them.

In **School Administrative District #49** based in **Fairfield, Maine** (21), Chapter 1 staff designed, and have run a six week summer program for the past five years. Nearly 100 Chapter 1 students who will be entering grades one through seven attend three hour sessions for either two or three days a week. An additional fifteen to twenty children who will be entering kindergarten in the fall attend the summer school every day of the week.

The objectives of the program for those who are already in school are to ensure that they maintain both their reading and mathematics levels over the summer. They are given instruction in both reading and mathematics for four 30 minute sessions each day they attend. In addition to these instructional objectives, children participate in group sessions where they work on listening, comprehension and thinking skills. The younger children use the Developing Understanding of Self and Others (DUSO) series (American Guidance Service), and learn group discussion skills.

Teachers keep parents informed about the intent and expectations of the session, and over the past five years the program has developed considerable support. The program is optional, and so only survives because it communicates the message to parents that their children can learn if they are given the time and opportunity to do so. Over the years it has demonstrated that this claim is true.

The staff for both programs are hired from within the school system. They include reading specialists, but also classroom teachers. All staff participate in a one day in-service session before the beginning of summer classes to orient them to the objectives of the program and the materials available to them. Over the years the program has gained an excellent reputation among classroom teachers. This means that classroom teachers become directly involved with the Chapter 1 program and committed to its objectives.

(See practice numbers 23, 121 and 130 for descriptions of other features of this program.)

Chapter 1 practitioners communicate clear goals in basic skills areas to students, parents and other staff.

Program Goals

The goals of the Chapter 1 program at the **Governor Wentworth School District** in **Wolfeboro, New Hampshire** (22), are described in a well-designed, clear and colorful brochure. The Chapter 1 coordinator ensures that the brochure is in the information packet which is handed to all staff when they first begin work in the district. All parents whose children are enrolled in Chapter 1 also received the brochure in the fall.

The brochure was created to help parents and staff in the district understand the program and its goals more clearly. Chapter 1 staff and the school district Parent Advisory Council participated in developing its content. It took a full year to complete the design, art work, and printing. It is now an excellent handout which defines the intent and boundaries of the program.

The Chapter 1 summer program run by **School Administrative District #49** from **Benton Elementrary School** in **Maine** (23), has well-defined and easily understood objectives. The director of the program communicates to all Chapter 1 parents in the district, through a circular, the goals of the project and how they will be measured.

The goals of the project are to help children maintain the reading and mathematics levels they achieved at the end of the school year. Pre-testing is carried out in May and June, and the post-testing in September when the students return to school. The Woodcock Reading Mastery Test is used for reading pre- and post-testing; the mathematics testing is done with locally generated tests.

(See practice numbers 21 and 130 for a further description of this practice.)

System-wide Goals

Staff of the Chapter 1 program at **Hinsdale High School** in **Hinsdale, New Hampshire** (24), have created a comprehensive skills chart which consists of a list of all the materials available to Chapter 1 staff. These include workbooks, skills kits, audio-visual material, teacher-made materials and worksheets. These are all arranged according to reading skill areas such as comprehension, vocabulary and decoding.

When a student enters the Chapter 1 program in the fall of the year, he or she is tested and the information entered on a Reading Analysis Record. This includes decoding, reading, comprehension, vocabulary, listening, spelling and writing components. The reading specialist uses the information gained from this testing to determine learning goals for each student. Then she checks off on each student's skills chart what materials the aides should use to teach to those goals.

(See practice number 14 for a further description of this program.)

Governor Wentworth School District
Chapter 1 Reading Support Program
(brochure text)

What is Chapter 1?

Chapter 1 is the name given to federally funded programs that are designed to help children in need of support services in a certain academic area. In the Governor Wentworth School District, the funding is appropriated for reading.

How does a child qualify for Chapter 1 support?

There are three main criteria that help us determine who qualifies for the Chapter 1 program:

1. Stanford Diagnostic Reading Test
2. Reading Level (Basal Reader)
3. Teacher Recommendation
   a. classroom records
   b. informal testing
   c. daily performance

In what areas do Chapter 1 Reading Specialists and Aides deal?

Reading Specialists and Aides work in many areas of Reading.

1. Reading readiness skills
2. Work attack skills
3. Vocabulary development
4. Comprehension
5. Study skills

Reading Skills are the skills a child needs before he is placed in a basal reading program. In our district, many first grade youngsters participate in the Early Childhood Preventive Curriculum (E.C.P.C.). The program includes pre-reading objectives that will prepare a child for formal reading. The program is designed to aid in preventing reading failure. E.C.P.C. has proven very successful in Governor Wentworth.

Word attack skills give the child various techniques to help him read (decode) a word. They are:

1. phonics—the study of letter/sound relationships;
2. structural analysis—the study of word parts;
3. sight word recognition—the immediate recall of a word at sight;
4. context clues—the recognition of a word from sentence meaning;
5. various other strategies.

Vocabulary development is another important area of reading. This involves three processes:

1. Recognizing a word;
2. Understanding a word;
3. Using a word

Comprehension IS Reading. A child is a reader when the written word takes on meaning for him/her. There are two main areas of comprehension.

1. Literal Comprehension
   a. main ideas
   b. details
   c. sequence
   d. directions
2. Inferential Comprehension
   a. summary
   b. conclusion
   c. analogy
   d. opinion

Study skills are essential for achieving success with extended reading activities in the content areas, especially in the intermediate grades. Included are:

1. informational skills—maps, charts, forms, etc.
2. reference skills—dictionary, resource materials, library use, etc.
3. application skills—note-taking, outlining, sentence and paragraph development, etc.

Strategies for developing good work habits and study skills are important throughout school.

How does this supplementary program correlate with my child's classroom reading program?

The Chapter 1 staff works with the classroom teacher to ensure smooth progress with reading skills. The Reading Room, the Library and the classroom are a few of the locations our students can meet for Chapter 1 instruction. There are many special materials and methods of instruction that serve to motivate the youngster and supplement the regular reading program.

YOU can encourage your child to read by

1. being a reading partner with your child for at least fifteen minutes each day.
2. setting up a home library.
3. giving books as gifts.
4. making newspapers and magazines available.
5. reading signs, labels and directions aloud.
6. being a reading model for your child.

HOW can you be involved as a Chapter 1 parent?

1. Be a parent volunteer in the school reading program.
2. Attend school functions sponsored by Chapter 1.
3. Join your local or district P.A.C. (Parent Advisory Council).

(child's name) goes to Supportive Reading _____ times a week. The Reading Specialist is (name).

You will receive a written report informing you of your child's progress several times during the year.

Feel free to contact the Reading Specialist any time you have a question about the Chapter 1 program.

(school name)
(phone)

Staff in the Chapter 1 program in the **Newfound Area School District** in **Bristol, New Hampshire** (25), worked together to create a series of program goals for the first six grades in the school system. These are written concisely on a single sheet so that staff can refer to them easily. One emphasis of the program is that students learn from materials which are appropriate to them. As a second step in creating a well-organized program, the staff compiled a comprehensive list of materials in the Chapter 1 program. These are listed according to skill area and reading level so that staff can quickly decide what might be most appropriate for a particular student. The decisions which they make are then written into a learning plan so that the program and progress for each student is well-documented.

(See practice number 95 for a copy of the learning plan.)

Newfound Area School District

Reading Boost

Program Goals

Grade 1 goals:

1. Improve listening skills. (auditory training)
2. Improve visual skills. (discrimination, memory, visual-motor)
3. Improve expressive language. (able to relate reading to personal experience orally and in written form)
4. Provide pre-reading and reading support.
5. Provide readiness skills (if necessary)

Grade 2 goals:

1. Strengthen reading decoding skills.
2. Improve reading comprehension.
3. Improve skills in following directions - written and oral.
4. Improve written expression, especially sentence-writing.
5. Improve spelling.

Grade 3 goals:

1. Improve knowledge of phonetic rules.
2. Improve oral reading.
3. Improve reading comprehension.
4. Improve written expression, especially sentence and paragraph writing.
5. Improve spelling.

Grade 4 goals:

1. Improve reading comprehension.
2. Strengthen reading skills - vocabulary, phonics, word attack.
3. Improve study skills.
4. Improve skills in responsibility, follow through, work habits.
5. Improve written expression - sentence and paragraph writing.
6. Improve spelling.

Grade 5 and 6 goals:

1. Improve reading comprehension.
2. Strengthen reading decoding skills.
3. Improve study skills.
4. Improve written and oral expression.
5. Improve spelling.

Specific objectives are selected to meet individual needs as each child begins Chapter 1 classes. Reading objectives are selected from the Economy Scope and Sequence. Objectives for study skills, written skills, and self-confidence are chosen from the curricula being used.

The Chapter 1 staff in **Augusta, Maine** (26), have written a series of objective sheets for reading and mathematics for kindergarten through grade eleven. These sheets, which have served as the basis for learning objectives for the whole school, are kept in students' Chapter 1 cumulative folders. The skills consist of a record of objectives mastered, skills needing more work, and educational goals yet to be achieved.

Students have access to this information once they are old enough to understand it. Thus they can see clearly their progress in specific goal areas and can usually relate those to materials which they have studied.

The Chapter 1 program staff have also developed a Test Record Card for tests administered through Chapter 1. This is placed in each student's cumulative record file so that classroom teachers have access to the information and can see the student's progress through each grade.

(See practice number 81 for a further description of this program.)

Augusta Schools

Chapter 1 - Math Objectives

Name: _____

Counting: Place Value

Items will be checked off as competency is achieved. Level of performance indicates grade level equivalency.

		Grade Level: 2 3 / Functioning Level: K 2	Comments
The student will be able to identify numerals 0-10 with 90% accuracy in a written or oral evaluation situation.	Date Started Proposed Completion Date Date Completed Needs to Continue	9/83 12/83 11/83 ok	Evaluation completed 11/83
The student will be able to write numerals 1-5, 6-10 with 90% accuracy in a written or oral evaluation situation.	Date Started Proposed Completion Date Date Completed Needs to Continue	9/83 12/83 11/83 ok	see p. 3 Grade 2.
The student will be able to count in order 0-10 with 90% accuracy in a written or oral evaluation situation.	Date Started Proposed Completion Date Date Completed Needs to Continue	9/83 12/83 11/83 ok	
The student will be able to count sets with up to 10 objects with 90% accuracy in a written or oral evaluation situation.	Date Started Proposed Completion Date Date Completed Needs to Continue	11/83 3/84 ok	
The student will be able to identify numerals 10-100 with 90% accuracy in a written or oral evaluation situation.	Date Started Proposed Completion Date Date Completed Needs to Continue	11/83 3/84 ok	

The Chapter 1 staff in the **Montpelier Elementary Schools** in **Montpelier, Vermont** (27), took the lead in creating system-wide elementary school skills continuum for reading and mathematics over ten years ago. These have since been revised, and are now well accepted within the system.

Each continuum has four related parts:
1. A skills card for each student which becomes a record of achievement;
2. A set of measurable objectives correlated to each skill on the card;
3. Appropriate criterion-referenced tests to help teachers measure progress; and
4. Teaching resources and suggested activities that teachers can use when planning instruction.

The school administration requires teachers to use the skills continuum cards. Chapter 1 staff keep separate cards for their own students. Chapter 1 staff and classroom teachers check informally to determine their mutual evaluation of each student.

The Chapter 1 staff keep copies of all backup materials for the skills continua including tests and recommended teaching materials, in the reading and math centers. The skills continua enable staff to choose the texts which they consider most appropriate to their teaching styles and the needs of their students. Chapter 1 staff have the same freedom, and thus the program is both well-integrated into the total program and seen as a source of support for all staff.

Parents of students in kindergarten through grade four are shown the skills continua at parent/teacher conferences. They can see specifically what their children are learning in the basic skills, and what their current learning objectives are. There is discussion in the system of expanding this practice to the eighth grade and of replacing report cards.

The Director of Reading in the **Waterville Public Schools** in **Waterville, Maine** (28), coordinates all reading programs. Reading objectives for the first six grades which specify the minimum criteria at each grade level are written out on separate sheets. Each child has a set in his or her record folder on which progress in reading is marked.

Individual Student Objectives

Chapter 1 tutors use the school reading objectives and records of each student's progress as a basis for writing "mini-Individual Educational Plans" for their students (written with the assistance of the reading specialist). The mini- I.E.P.s consist of five specific reading objectives. Each student works on five at a time in the Chapter 1 program, and when one is mastered, another is added.

A home-school counselor has responsibility for explaining to parents the reason their children need tutoring through the Chapter 1 program, and also for explaining their progress in reading. One of the counselor's duties is to run weekly meetings at which parents can discuss problems of raising children and assisting with their education. During the sessions parents often talk about their children's progress.

(See also practice number 36.)

Waterville Public Schools

Chapter 1 - Instructional Objectives

Name of Pupil Kevin — Teacher Davis Date 5/7/84

Grade 1 Tutor Works

By June Kevin will have made the following progress toward reaching a 1' level in reading.

Word Analysis

Objective 1: Recognize known words when ing is added without changing the base form of the word. Date Mastered 5/10/84 Checked by L. W.

Objective 2: Can read all 3 letter words in CVC pattern. Date Mastered 5/17/84 Checked by L. W.

Objective 3: Can discriminate short vowel u in CVC words. Date Mastered _____ Checked by _____

Comprehensive & Vocabulary

Objective 1: Predicts outcomes of stories. Date Mastered _____ Checked by _____

Objective 2: Answers factual questions. Date Mastered _____ Checked by _____

Staff in the Chapter 1 program in the elementary schools in **Springfield, Vermont** (29), wrote a Learning Sequence in Language Arts as the basis for a program of continuous progress education with the assistance of a consultant from Columbia University. Over the years it has been refined, and it is now well-accepted by classroom teachers as well as Chapter 1 staff.

Students progress through the Learning Sequence at their own rate, and thus, there is no significant distinction in the way Chapter 1 and other classroom students are treated. The Learning Sequence consists of a series of diagnostic inventories for each grade level on which prescriptive teaching and individualized instruction are based. Staff also have folders available to them containing ideas for presenting language arts skills and suggestions for reinforcement exercises.

Students are able to exercise their own preferences in reading. Reading books in the schools, whether they are in a library or in a classroom, are color-coded according to reading level. This helps children decide what they want to read. Pasted into the back cover of each book is a series of questions which the student must answer once he or she has completed that book. Children share responses to these 'book checks' with their tutors or teachers. This enables teachers to check children's growth in reading and note where they need additional help.

Students know their independent reading levels and use this knowledge to pick their own reading materials. The detailed testing process also enables teachers and Chapter 1 staff to communicate clearly about the progress of individual students. Teachers communicate with parents through quarterly progress reports and bi-annual parent-teacher conferences.

Springfield Schools

1. Why did Leo run away from the zoo?
2. Where did he go? Write the places in 1, 2, 3 order.
   The library. The newsstand. The bookstore.
3. Which people in the story were afraid of Leo?
4. Which books did Leo like the best?
5. Who found a way to make Leo happy at the zoo?

(Questions at the end of **Leo Lion Looks for Books**)

Students in Chapter 1 at the **Troy Elementary School** in **Troy, Vermont** (30), all have an Individual Supplemental Plan written out for them. These consist of state-wide goals for the program, district-wide goals in reading, writing and math, and individual objectives. They are stored in the students' Chapter 1 folders, and updated on a regular basis. The plans are easily accessible to staff and students, so specific progress can be noted on them. They are also made available to both classroom teachers and parents so that they can see each student's progress in the program.

Staff in the **Newfound Area School District** Chapter 1 program in **Bristol, New Hampshire** (31), create annual learning plans for their students. The plans are written in October after pre-testing has been completed, and they are updated in the middle of the school year. Students' achievements and materials used are noted in October and June.

The form which is now in use has been modified a number of times to make it accessible to all. The basic goals are standardized by grade, but there is room on the form for individualized goals to be written in. The process was originally instituted to help Chapter 1 staff know what materials had already been used with each student. It is now used to communicate with classroom teachers and parents about each child's program. It also enables the coordinator to review the materials and activities proposed for each student and to make suggestions about them.

Troy Elementary School

Individual Supplemental Program

Name_____ Grade_____ Classroom Teacher_____

Other services being provided_____

Schedule (days/week; time/day)_____

Chapter 1 teacher_____

Comments, additional information: _____

State Wide Goals:
a) Students participating in this program will increase and maintain at a higher level the basic skills of reading, mathematics and writing skills as measured on a twelve month interval.
b) Students will develop a positive attitude toward learning as a life-long endeavor.

District Wide Goals: (Reading)
a) Students will show an increased interest in reading for enjoyment.
b) Students will develop a broader reading and speaking vocabulary.
c) Students will be able to sound out words phonetically.
d) Students will increase their comprehension skills.
e) Students will develop a better understanding of words, sentence sense, in both oral and written skills.

District Wide Goals: (Writing Skills)
a) Each child will be able to express his/her own ideas creatively through the writing of stories or poems.
b) Each child will be able to construct and write complete thoughts through creative writing.
c) Each child will be able to write legibly and neatly according to each child's ability.

District Wide Goals: (Math)
a) Students will increase mastery of math facts.
b) Students will demonstrate increased ability to use the mechanics of computation, i.e., maintaining place value in long division.
c) Students will demonstrate increased ability to interpret and compute word problems.

Individual Objective _____

Date Initiated_____ Date Completed _____ Met Objective: Yes ___ No ___

Record of on-going evaluations: _____

Comments _____

At the **Memorial Drive School** in **Farmington, New Hampshire** (32), Chapter 1 staff write up a prescription for every child in the program before the school year begins based upon the testing results of the previous spring. The staff then determines a series of instructional goals for that child based on the book, **Teaching the Stages of Reading Progress.**

Prescriptions were initially written only by the project manager. Tutors have been trained in diagnostic techniques and the reading stages over the past few years, and now write prescriptions for their own students under the supervision of the Project Manager. The approach ensures that the first few weeks of the school year are not wasted. Prescriptions also serve as a basis for discussion with classroom teachers and with parents.

Memorial Drive School Chapter 1 Prescription

Name: Melissa
Date: September 30, 1983
Date of Birth:
School:
Age: 11
Grade: 5th
Test Administered: Metropolitan Achievement Test - Primary 2
Date of Testing: April, 1983
Instructional Reading Level (IRL): Grade 2
Reading Stage: Initial → Rapid
ANALYSIS: Melissa needs work on all of her reading skills. Word attack - including short and long vowels, diagraphs and word part clues need reinforcement. Word meanings and sight vocabulary need to be built up and reading comprehension reviewed.
INSTRUCTIONAL GOALS: (1) Continue building up a sight vocabulary through Dolch word lists - can also review word meanings (2) Need to work on application of contextual analysis, phonics and word structure.
COMMENTS: Melissa is frustrated easily. She needs to have high interest materials to motivate her. Sprint + Reader's Digest would be two series that would be highly recommended. (Sprint - Level 1, Book 1; Reader's Digest - Level 2, Part 1).

The Chapter 1 staff person at the **Irasburg** and **Albany Hilltop Schools** in **Irasburg** and **Albany, Vermont** (33), writes out quarterly goal statements stating both annual and quarterly goals. The goals are specific, and are often written with the classroom teachers so that they are well aware of them. Both the classroom teacher and the Basic Skills Coordinator sign the sheet to indicate their concurrence with the goals.

At the end of each quarter, the tutor completes a Quarterly Progress Report, which includes both the goals for the quarter and a comment of the progress which each student has made towards those goals. This is sent home to the parents so they know just what progress their child is making.

Communication with parents

The Mathematics Skills Instructor in the Chapter 1 program in **Manchester, New Hampshire** (34), has created a monthly progress report. A carbon copy of the report is sent to the child's classroom teacher and to his or her parents to keep both informed of the child's current progress. The form specifically states what the child is working on, and includes a space for suggestions on how the parent might help.

Student Goal Setting

Chapter 1 students in the second, third and fourth grades at the **Griffin Memorial School** in **Litchfield, New Hampshire** (35), set their own reading goals shortly after the beginning of the new calendar year. As a first step, the students discuss the meaning of the word 'resolution' and the tradition of New Year resolutions. As a second step the students list areas they want to improve in their reading before the end of the school year. As a third step they write out their list of resolutions in complete sentences on a 'bell.'

The resolutions are then collected. Children may be reminded of their resolutions periodically. At the end of the school year they re-read their resolutions and decide whether they achieved them. The exercise helps the students to think about reading and about ways in which they might improve. It also provides a sense of control and progress in their reading.

Chapter 1 practitioners plan instruction to provide regular and frequent successful learning experiences for students.

Planning for Success

The Director of Reading of the **Waterville Public Schools** in **Waterville, Maine** (36), has developed a comprehensive process which ensures that students meet with success in the Chapter 1 program. A critical step in the process consists of generating information necessary to create successful learning experiences for each student. One of the first things tutors do when they meet their students is to ask them a series of questions to determine their attitudes towards reading. The beginning questions are phrased in the third person so that children do not become defensive; the results are used to determine attitudes towards reading.

As a second step, tutors administer an interest inventory to determine what students

Waterville Public Schools
Chapter 1 Student Questionnaire

Name _____ Grade 3 School _____

What is reading?
Reading is sentences and working.
When you read, you will learn.

Why do people like to read?
People like to read so they will learn.
People like to read so they will get smart.

Why don't some people like to read?
Books are too hard for them.
Books are too long for them.

How do you feel about reading?
It's fun. I like reading funny books.
Some books are easy.

Everyone has some problems learning to read. What do you think your biggest problem is?
Sounding out words.
Learning new words.

What do you think can be done about the problem?
Give me easier words.

enjoy, their interests, movies they like, and their likes and dislikes at school. The information is used to determine what materials to use with each student, and to gain an insight into the ways in which tutors can increase the student's interest in learning at school.

Tutors work with their students both in the classroom and in individual tutoring sessions. They spend half an hour a day with their students in the classroom. For kindergarten and grade one students, tutors enter the class as the language experience lesson is ending, and work with a small group of students on specific skills. In grades two through six, the tutors spend half an hour at a time in the classroom working on reading skills. The students are assigned skills work by the classroom teacher according to their diagnosed needs. The tutor helps a small group of about three Chapter 1 students with these skills, and will sometimes assign additional skills work.

Tutors also see their students for half an hour a day individually. During this time they cover five different activities to give students a variety of ways to learn. The five activities are:

1. A review of word cards
2. The dictated story
3. Reading skills
4. A learning experience
5. A learning activity

The specific activities which a child does in each lesson are noted on a card for the week, so that the director of the program can review them. This process has been designed to ensure that there is a pace to the lesson and that

Waterville Public Schools
Interest Inventory

Name _____ Grade_____ Date_____

1. If you could choose a pet, what would you choose? _____
2. What is your favorite T.V. program? _____
3. What is your favorite food?_____ Can you make it?_____
4. What is your favorite color?_____ Why did you choose that color or colors?_____
   _____
5. What kind of stories do you like? _____
   Can you name your favorite story?_____
   Do you like to read?_____ Why or why not? _____
6. Do you have a favorite book at home?_____ What is the name of it?_____
   _____
   If you could choose a book what would you choose?_____
7. Does anyone read to you at home?_____ Who?_____
8. What is your favorite game? _____
9. Do you ever go to the movies?_____
   What is your favorite movie?_____
10. Do you help your father and mother at home?_____
    What do you do to help them?_____
11. Do you like school?_____ What would you rather be doing if you do not like school? ____
    _____
12. What subject do you like best in school?_____
13. When you grow up what would you like to be? _____
14. What is your favorite thing to do at home when T.V. is turned off? _____
    _____
15. If you could travel anywhere in the world where would you like to go? _____
    _____
    Why? _____

tutors use a variety of materials. This requires a carefully planned lesson in which students complete several tasks and so achieve several successes in half an hour.

Students also always have some time to dictate or write their own books. Some of these they take home, and some go into the school library, where they can be taken out by other students.

Frequent Success

The first goal of the Chapter 1 teacher at **Missisquoi Valley Union High School** in **Swanton, Vermont** (37), is to help her students realize that they can read, if only at the word recognition level. In order to provide them with immediate success she has them bring in everyday items from home.

Students bring in boxes which used to contain their favorite foods, including cookie boxes, frozen foods, and cereals. They discuss all the information which they can glean from the boxes or labels including nutritional information, the product name, the quantity of the product in the box and advertising slogans. They talk about the picture on the box and how accurately it depicts the contents. The material then becomes part of a bulletin board which the students help to create. Finally the students have to provide written and verbal answers to a series of questions about the material.

As a second step, students bring in **T.V. Guides,** calendars, magazines, menus and newspapers. Most students are able to read part of these on their own, even if this consists only of deciphering a headline. From there, students work at finding out specific information from each item, with oral or written questions to guide their learning.

This process provides students with the opportunity to choose their own materials and to exercise some control over their content and difficulty. It gives them a feeling of success because they realize that they have some reading skills. In addition, the students tend to become more aware of reading in their surroundings, and more inquisitive about them. Students can learn to tell time, mathematics skills and organizational skills in the same way.

T.V. Guide

1. What day is this Guide for?
2. What is on at 7:30 on Channel 5?
3. What do the words under the picture tell us?
4. What Channel is CBS?
5. What is on at 8:00 on Channel 7? Channel 9?
6. When is **Maude** on?
7. What time is the last movie on?
8. When and on what channel is your favorite show on that is listed in this Guide?

Alternate Strategies

Chapter 1 programs need to use many different ideas to bring frequent successes to their students. The reading specialist at the **Downeast Elementary School** in **Bangor, Maine** (38), has instituted a program to provide a complete change from the classroom. Twenty-three children from the Chapter 1 program have "adopted" grandparents from a local nursing home. The program was arranged through the Director of Activities at the home, who was happy to have student volunteers in a well-structured program visit the nursing home regularly.

The students were given an introduction to the home, and they talked about the process of aging with the Director of Activities before their first visit. Since then they have visited approximately once every two weeks. During the visit, the students read stories, play games, make snowmen, do crafts, and just visit. At

Easter they enjoyed an Easter egg hunt where teams of students and their "grandparents" competed for the largest number of Easter eggs. The children also became penpals with their new friends, and wrote letters to them periodically throughout the year.

Alternate Opportunities for Success

Staff in the Chapter 1 program at **School Administrative Union # 51** in **Center Barnstead, New Hampshire** (39), use songs, poetry, rhymes and chants to teach the structure of language and to reinforce beginning reading and oral skills taught in the classroom in grades one through three. Art is also integrated into the skills and reading lessons where appropriate. For example, students wrote and illustrated their own monster stories after reading, **Where The Wild Things Are** and **There's A Nightmare In My Closet.**

Virtually all students enjoy these activities at this age and become highly motivated to complete assignments. As they produce art projects or their own stories, share familiar songs and poetry, their self-confidence increases. These activities also create an atmosphere in which learning is a joy and students feel good about themselves.

Center Barnstead, New Hampshire

Song Activity: I Know An Old Lady

Reading Aim:

Music: Sequencing: Song and Story "I Know an Old Lady Who Swallowed a Fly"

1. Animal cards made for flannelboard
   Music Activity: place animals in Old Lady as they are sung.

2. Musical Activity: choose an instrument for each animal. Word card for instrument placed on board next to the animal card it represents. Children play their instruments at appropriate time.

3. Reading Activity: sequence sentence strips on board or sequence picture stories depending on age level. Books for discussing Sequence: **The King, The Mice and The Cheese**; **I Can't Said The Ant**; **Akimba** (record also); **Stone Soup**; **Fat Cat.**
   Follow Up Songs for Sequencing: "There Was a Man and He Was Mad"-"Bought Me a Cat"-"Hush Little Baby."

Art Activity for Song and Sequencing: "The Green Grass Grew All Around."

At the **Katahdin Avenue School** in **Millinocket, Maine** (40), third grade students worked in groups to create poems about their 'most favorite' thing. Each student wrote down their favorite topic on a slip of paper, and placed it in a bag. Each week a slip was randomly drawn from the bag, and the group wrote a composite poem about that topic.

All the students contributed thoughts and words to the poem, and the teacher wrote them on the board. The student who originated the topic decoded words used and decided how the poem was to be laid out. He or she also had the responsibility of writing out the final copy of the poem from the working copy on the board. When all the poems had been written, they were sent in to the **Bangor Daily News** for publication.

The process gave the students a taste of success. Not only did they have their work publicized, but they also reinforced each other's thoughts as they worked together, practiced reading and writing, and learned critical thinking as they edited the copy of the poem.

At the **Sherburne School** in **Pelham, New Hampshire** (41), Chapter 1 students in the third grade created a half hour radio show. They took four weeks to plan the show and get it ready for presentation. This included deciding what it would consist of, writing the script, and planning the final presentation.

They decided to include an announcer, discussion about sports, a disc jockey and news of school-related activities. Once they had written the script they taped the entire show. They then presented it to another class and to their parents in pantomime using the tape. This ensured a successful performance despite their shyness before the audience.

Katahdin Avenue School

Millinocket, Maine

Poems

ANTS

Ants are small and black
They crawl up my back
They make their homes in the ground
where they never make a sound
Small, large, black and red
Don't let them in my bed!

KENDRA ANN PREBLE
3rd grade

I saw a dove flying in the sky
He dropped a feather from his wing
I picked it up,
Touched it.
It was soft.
I wanted to keep it.
It dropped from my hand.
The dove came down
Put it in his beak
Away he flew.

ANTONY G. GANTNIER
4th grade

Planning Instruction

One of the major breakthroughs of several recent research projects has been an analysis and description of many of the components of the teaching and learning process. This research provides guidelines which teachers can use to manipulate the instructional setting, teaching techniques, learning objectives and materials to increase student learning. Chapter 1 staff are in an opportune position to use these findings because often they teach students singly or in small groups.

This section of the sourcebook describes practices through which Chapter 1 practitioners have:

1) modified the instructional setting;

2) created methods for making good use of their students' time;

3) employed appropriate instructional objectives and classroom learning goals, and

4) made use of a variety of appropriate materials.

Although these factors are presented separately, it is important to emphasize that they are interrelated. Together they contribute more to effective teaching than does each part independently.

Instructional setting refers both to the physical space in which learning occurs and to the way in which teachers manage their classes. Research shows that it is important to be able to see a particular space from the eyes of the students who will be in it. Some teachers find this easy to do. Some have their students assist them with classroom arrangement and design, which should be both functional and appealing.

Those who describe effective schools say repeatedly that school climate and the atmosphere in the classrooms typically conveys safety and orderliness. There is a sense of discipline which promotes pride and responsibility: the implicit and explicit message of the rules is that the safety, order and discipline are there not as an end in themselves, but to promote academic achievement. Several researchers have made the point of distinguishing between these descriptors and an overbearing and oppressive atmosphere. In effective classrooms there is a well-managed tension between group and individual needs. Responsibility and order are balanced with joy and playfulness. Teachers and administrators incorporate policies which protect instructional time from incursions by other school activities.

Student achievement in basic skills correlates directly with the amount of time which they spend on learning skills. More is not better beyond a certain point, but students often do not have enough time to learn all that is expected of them. Successful teachers use instructional time to its fullest. At the most superficial level, there is a great variation among schools and the amount of time allocated for academic learning. Even when students are in class or being tutored, there are significant differences in the amount of that time devoted to actual learning. Researchers in the Beginning Teacher Evaluation Study defined academic learning time, and found that in some classes students spent 90% of their time engaged in academic learning time, while in others they spent only 4%. (Borg, 1980) (Fewstermacher, 1980)

Academic learning time is defined as the time students spend engaged in learning at a high level of success on relevant tasks. This implies appropriate goals and difficulty levels as well as keeping students actively busy and engaged. Further analysis of this concept has shown that it is particularly important for slower students, younger students, and those learning material for the first time. Quick learners may be able to learn what is required of them in a portion of the time allotted to a particular task. Those who learn more slowly need more time and are more likely to suffer academically when their teachers do not use time well.

Effective teachers teach their students the skills necessary for survival at the beginning of the year. In their first lessons, they set out clear rules for conduct and expectations for performance, and reinforce the behaviors they expect. In this way, they minimize the time which they will spend dealing with these issues later in the year. When a student behaves inappropriately, they focus on and deal with the behavior rather than the student. Students do not learn as fast in classes where time is spent on constant discipline. Effective teachers see this as a sign that they should increase the clarity and emphasis of their expectations, increase interactive instruction time, or examine the possibility that the tasks they are assigning are too difficult.

The concept of academic learning time reinforces the notion that goals must relate directly to the materials on which students will be tested. This is particularly important in the case of Chapter 1 programs, because learning goals are often set by the classroom teacher or by external tests rather than the Chapter 1 instructor. Investigation into the congruity between common texts and the achievement tests by which students are evaluated has revealed that in some cases texts contain as little as four percent of what students are tested on. In the best of cases, this figure is as high as ninety-five percent.

Well-defined instructional goals provide an important criterion for evaluating the appropriateness of instructional materials and methods. Dewey wrote in 1913 that students tended to learn more quickly when they were provided with materials which interested them. Effective teachers use materials which their students react to positively. Effective staff should have a variety of materials and teaching techniques at their disposal so that they can reinforce specific skills a number of times without boring students with repetition. Students also learn more quickly when they are taught information and skills which are based on learning they have already mastered. (Bloom, 1976) Effective teachers let students know the skills on which they are building, and plan teaching on this basis.

Chapter 1 staff have the opportunity to modify materials and methods to meet the needs of individual students to a far greater extent than do many other teachers. Different students have different learning styles; the extent to which Chapter 1 staff can learn to distinguish styles and to adapt to them by widening their repertoire of instructional styles and methodological tools, the more effective they will be.

The first set of practices in this section describes different ways in which Chapter 1 programs in Maine, New Hampshire and Vermont have arranged or decorated rooms to make them attractive learning environments even when faced with inadequate space. The second set describes ways in which Chapter 1 staff have increased the amount of time that Chapter 1 students are actively engaged in learning. The third set of practices lists ways that Chapter 1 goals and classroom instructional goals can dovetail smoothly. These vary from a weekly process in which classroom teachers assign goals to Chapter 1 staff to joint comprehensive instructional goals. They include systems for joint planning and for feedback, as well as techniques whereby Chapter 1 staff and classroom teachers work together in special programs to coordinate learning goals.

The final set of activities describes instructional methods and materials used by Chapter 1 staff. These include techniques for eliciting student interests and concerns as well as for teaching specific subject areas. Many of the materials integrate approaches which teach important skills, but are not commonly used in the classroom.

Findings From Research

- Effective classrooms and schools have safe, orderly environments. The climate clearly indicates that their primary purpose is academic learning.
- Rules in effective schools and classrooms are clear and reasonable. They are designed to promote pride and responsibility and are fairly and consistently enforced.
- Effective teachers have clear, well focused goals in the basic skills areas, and communicate these to students, parents and other teachers.
- Effective teachers are well prepared for their classes. They begin class quickly when their students arrive, and use the time efficiently.
- Effective teachers are able to monitor a number of students at once. They know the skills which students need in order to function in their classroom, and they teach these to their students.
- Effective teachers determine what skills are most important for their students to learn. They find out the ways that their students learn best, and use the materials and techniques which are appropriate to each student.
- Students who have been taught the skills they will be tested on, and have been taught them in ways which are similar to that in which they will be tested, perform best on achievement tests.
- Students learn best when they spend a high proportion of their time in class successfully engaged in appropriate learning.

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Suggestions For Further Reading in Planning Instruction

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Chapter 1 practitioners consistently maintain an environment which is conducive to learning.

Decreasing school enrollments have meant that Chapter 1 programs in some schools have adequate space for the first time in their existence. Staff have the opportunity to set out materials and use wall space for creative designs. Some programs have been able to make a virtue of cramped quarters and make them attractive to students.

The Chapter 1 program in the **Clinton Elementary School** in **Clinton, Maine** (42), is situated in a room which is half the size of a classroom. This room has been divided into three working areas: a reading corner, a computer center, and a listening and working area. In addition to the usual wall posters and bulletin boards on the wall, there are several prints and copies of well-known paintings.

The reading corner is separated from the computer center by a portable divider. It contains a platform rocker, a small carpet, a storage chest and a filled bookcase. A philodendron completes the homey atmosphere. The corner is not used for formal instruction, so children can go there just to read.

The computer center, in addition to the computer and its peripheral equipment, has displays showing the parts of the computer, what a flow chart is, and how computers are used. There is also a small learning center at which children can learn how to save programs on diskettes.

The listening and work area contains the teacher's desk, desks for the children, and a place for the tape recorder and headsets. It has a small library from which students may borrow books. This design means that up to four students can be working in other parts of the room on different tasks. Each space is intimate and self-contained, so that students can concentrate on their own tasks is a pleasant environment undisturbed by others.

Bulletin Boards

The Chapter 1 program at the **Mayo Street School** in **Dover-Foxcroft, Maine** (43), has enough space for bulletin boards, and systematically uses them to promote reading. Seasonal messages such as "Put Your Heart Into Reading" for Valentine's Day, "Treat Yourself To A Good Book" for Halloween, "Thank Goodness For Good Books" for

Thanksgiving Day and "Peace And Joy With Good Books" for Christmas are used by the Chapter 1 aides to promote the aims of the program.

Space Design

Not all Chapter 1 programs have enough space for even a good-sized bulletin board. At the **Danville Elementary School** in **Danville, New Hampshire** (44), the program has only one staff person, who serves grades one through five. The door on the Chapter 1 "room" has a sign saying "Chapter 1 Ranch." The focal point of the room is an old leather saddle on a chair designated the "cowboy's corner," on which students can sit and read or write. A sturdy piece of corrugated cardboard is used as a lap desk. The cowboy theme is maintained on the small vocabulary bulletin board entitled "Word Roundup."

In-class Instruction

Like many programs in the three states, Chapter 1 aides at the **Morristown Elementary** and **Junior High Schools** in **Morrisville, Vermont** (45), are experimenting with eliminating space for tutoring, and assisting students in the classroom. Chapter 1 staff and classroom teachers jointly decide whether a student, or group of students, should be tutored separately. The change is voluntary, but aides are increasingly working in the classrooms. They assist with seat-work, vocabulary development, specific skills, drill and practice routines, and may reteach when a Chapter 1 student is having difficulty.

The schoolwide guidelines are that students remain within the classroom environment if this is the most appropriate. They work with their peers so expectations for them are as high as those for all others in the class. When they reach junior high level they do not feel the stigma of leaving their peers for special assistance. In addition, the aide becomes familiar with the classroom teacher's method, so can reinforce learning more effectively than if he or she worked separately. The process does not work well when teachers do not maintain a daily schedule of instruction nor is it effective for children who gain from the quiet setting which individual tutoring in Chapter 1 provides.

Chapter 1 practitioners manage their instructional settings in ways that maximize student engagement in learning activities and minimize disruptions.

Efficient use of instructional time is particularly challenging in pull-out Chapter 1 programs. Lessons are short. Consequently the percentage of allocated time which is consumed by setting up and ending each session can be high. The activities described for this indicator focus on ways in which programs fully use and extend the time they have available. It does not include examples of the other important component of this concept: ways in which Chapter 1 staff design their instruction during the session to maximize student engagement.

Before the Session Begins

Chapter 1 aides in the **Manchester, New Hampshire** school system (46), escort their students to and from their lessons. They use this time to find out what is on each child's mind. They may ask what news the child has that day, or students may volunteer something. If the aides are aware of something in the child's life, they may ask about that. It is established that once the aide and child arrive at the Chapter 1 room, the conversation will end and tutoring will begin.

This practice enables the aide to learn what is currently of interest or of concern to the child, and in some circumstances may mean that the tutor will change the content of a particular lesson. It also means that aides regularly see every child's classroom teacher. Although the meeting is informal, it provides a chance for a few spoken words, thus enhancing communication between them.

Beginning the Session

Many Chapter 1 programs have developed materials which enable students to make good use of their time at the beginning and end of a session. At the **Memorial Drive School** in **Farmington, New Hampshire** (47), large coffee cans are distributed to each child to decorate. The cans are used to store materials and supplies for that student. They are kept in the work area, so that as soon as a session starts, students can get their materials and start on their work for the day. They may work with flash cards, a book or a worksheet. The process ensures that the beginning of every session is fully used, and creates a sense of ownership and responsibility on the part of the students.

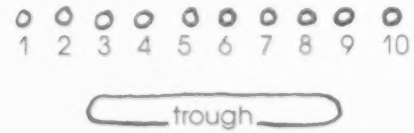
During any time which they have free, Chapter 1 students at the **Asa C. Adams School** in **Orono, Maine** (48), can go to a shelf where several shirt-sized boxes are stored. Each box is brightly decorated and contains a

book at an appropriate reading level and a list of follow-up activities. Students may choose any box that interests them. For example, a box on sea monsters contains the book **Sea Monsters Long Ago** with directions and all the materials for the child to make a clay dinosaur or a picture. The activities are directed, and have a kinesthetic emphasis which provides a relief from paper and pencil exercises. Teachers specifically pick books and create activities which they know will interest their students; so although students may freely choose activities, those activities are tailored to their interests. The boxes can be used repeatedly if the materials in them are replenished. The activities both foster independence and increase student reading.

Extending Time

Chapter 1 students are encouraged to use free time to learn vocabulary at the **Asa Adams School** (49). A Seasonal Word Pyramid is used to motivate children to learn vocabulary words. Both sight and decodable words that will be introduced during specific seasons are written on construction paper, laminated, and displayed in a pyramid form in a quiet area in the room. For instance, starting on the first of October, a series of words relating to Halloween will be written on pumpkins and displayed. A list of the words is also sent home so that parents can help their children learn them. When a child decides to try to name all the words, he or she is allowed to 'climb the pyramid' during snack time or some other free time. Children who are successful receive a prize of a small book, sticker or craft item and have their names put up beside the pyramid. The practice motivates students to take an initiative in learning vocabulary words. It also makes Chapter 1 students feel good about their achievements when they learn to read the 'hard' seasonal words. Often they manage to learn some of these before others in the class, and so can show classmates how to read them.

The Chapter 1 teacher at the **Chester-Andover School** in **Chester, Vermont** (50), promotes the game of cribbage because it provides practice in basic mathematics. She teaches it during the noon hours in January, and in February sponsors a tournament in which both Chapter 1 and other students may participate. Cribbage is a game which Chapter 1 students can play with (and also teach) their classmates. This past year they met with senior citizens and played against them, an experience which was rewarding for everyone. A second game which students can play during free time has been designed locally. Every year the Chapter 1 students make Plaster of Paris boards for this mathematics game which requires simple addition.



Rules of game: First player:
1. Rolls the dice.
2. Adds the two numbers shown on the dice.
3. Removes one or more marbles that equal that sum.
4. Keeps rolling the dice, and keeps playing until he or she cannot remove any more marbles.
5. Adds up the numbers opposite the remaining marbles.

This is the first player's score.
Second player:
1. Replaces the marbles in the numbered holes.
2. Repeats the process above.

The player with the lowest score is the winner.

Time in Class

The Early Childhood Resource Program in **School Administrative Union #24** from **Henniker, New Hampshire** (51), has guidelines to assure appropriate instructional settings. Before the program begins, parents are sent a letter suggesting that a space be found at home where the home visitor and children can meet. Examples given are the kitchen table or the living room floor. They are asked to have their child ready for the visit, and to cancel the appointment if the child is ill. The program uses the Plan-Do-Recall method of teaching, thus involving the students in the planning of the lesson. The strategy is that the teacher brings games or other materials and invites the child to plan what he or she will do with them for the lesson. Once the child has selected an activity, he or she is committed to completing it, and therefore tends to remain highly involved in it. The method teaches both specific skills directly related to that particular lesson, and a transferable planning skill.

Distractions from younger siblings can detract from engagement, so the home visitor may bring along materials for other children in the house as well. This has proved a successful method of modeling positive interactions between an adult and two or more children.

(See also practice numbers 18, 64, 100 and 124.)

The Chapter 1 students at **Oak Grove Elementary School** in **Brattleboro, Vermont** (52), use computers extensively as word processors. In order to increase the efficiency with which they use computer keyboards, fourth grade students learn touch typing. They are given thirty-minute lessons four days a week. Students began practicing correct finger use on oaktag models of the keyboard, and followed this with individual practice on the computer itself.

Chapter 1 instructional goals are related to the classroom goals for students.

Chapter 1 tutors at the **Warren Primary School** in **Warren, Maine** (53) have created an approach to reading which is based directly on what the students are learning in the classroom. The approach is so successful that classroom teachers are beginning to use it too. It is based on the Exemplary Center for Reading Instruction, developed by Dr. Ethna Reid and disseminated through the National Diffusion Network.

The tutors reviewed the reading series from the pre-reading primer through grade three and created lists of all the new words for each story.

In the first two or three minutes of every tutoring session, students pull out their folders, and extract the word list sheet for the story which they are currently working on in class. They put this in front of them, put a ruler on the sheet under the first line of words, and then read the words, and each subsequent line until they have finished the sheet. The objective of the session is to provide regular practice in the words they need to know to succeed in reading in their classrooms.

The sheets themselves are much more manageable than multiple flash cards with individual words on them. They also provide a number of advantages. The first is that students hold a ruler below the line they are reading. This action increases the attention of students who are active. It also appears to improve left-to-right eye movement, which transfers to the reading of stories. Children who have completed exercises in this fashion read more fluently than those who have learned to look at words one at a time.

Whenever students do not recognize a word, the second part of the exercise consists of creating their own sentences using those words. This sentence is written out by the tutor and put into folders so that the word can be reinforced later in a context which is meaningful.

Feedback Systems

At the **Orland Consolidated School** in **Orland, Maine** (54), Chapter 1 staff have developed two forms which increase communication between the program and classroom teachers. Teachers complete a weekly lesson plan for each Chapter 1 student and give it to the Chapter 1 aides at the beginning of the week. In this way, aides teach what is directly related to classroom instruction; the system also reinforces the concept that the teacher is responsible for the academic learning of students even while they are receiving Chapter 1 tutoring. Aides are expected to fill out two feedback sections on the form to let teachers know what materials they used and what each student achieved.

Classroom teachers at the **Groveton Elementary School** in **Groveton, New Hampshire** (55), fill out a weekly form on which they state what Chapter 1 students should be taught in both mathematics and language arts.

Orland Schools
Aide Lesson Sheet

Teacher Miss Fraser Aide Mrs. Simmons Date 5/2/84

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Skills Book Reading Skills Sheet	Reading Skills Sheets Writing Skills Sheet	Readers R. Skills Bk.	Readers W.S.S. 89	Readers R.S.S. 89
Complete R.S.B. pg. 26-27 if not already done R.S.S. 86 -r- controlled words.	R.S.S. 87 on Alphabetizing R.S.S. 88 suffix -ness W.S.S. 88 letter writing.	Silent Read "orange" 88-92 "pancakes" Complete R.S.B. 30 if not finished.	Silent Read "patent" "piano" W.S.S. 89 on adjectives, nouns and end marks.	Silent Read "pick" "prehistoric" R.S.S. 89 on vocabulary.
All finished reading and R.S.S. 86 Some still working on 2nd worksheet All worked well.	Darren had a hard time concentrating - I gave him a deadline - both worksheets were to be finished by end of the class.	All students finished reading + R.S.B. 30. All had other work to do and did a good job.	Everyone finished reading + the endings on Skill sheet 89, but most are having problems with N-A	All finished reading + worked on worksheet, ques. #6 was hard for them - the way it was worded was confusing. Heidi + Melanie had forgotten what a syllable was so went over that again.

The form also contains a section for suggestions about teaching materials and techniques which the aides might use.

Teachers at the **Rye Elementary School** in **Rye, New Hampshire** (56), previously used a similar form. The "helping hand" which they now use is lost less frequently and consequently is more effective than its less creative predecessor.

Rye Elementary School
Chapter 1 Helping Hand

Staff of the Chapter 1 program in **Peterborough, New Hampshire** (57), have incorporated a formal mid-year review of student progress in addition to weekly teacher conferences. The school system has established a format for the review to guide the discussion of each student and provide a record of the content of the session.

Teachers of third-grade mathematics at the **Morrison Memorial School** in **Corinth, Maine** (58), use a daily log to communicate with Chapter 1 staff. The log may be kept for either one or a group of students. Each night the teacher enters learning objectives for the following day and suggests materials, pages of books, worksheets or activities to use.

The Chapter 1 aide records the results of each session so that the teacher can review the information at the end of the day and use it to plan the following session. Staff have evolved their own shorthand to communicate with each other, and have found that the process takes surprisingly little time.

An aide in the **Somersworth-Rollinsford, New Hampshire** Chapter 1 (59) program has developed a similar process with teachers with whom she works. She maintains a notebook on each student in which daily activities, successes, failures, observations and suggestions are written. The notebook is given to the classroom teacher weekly, and the teacher in turn makes comments, creating ongoing and frequent communication about each student.

Peterborough, New Hampshire

Mid-Year Review

Student(s): _____ School _____ Grade _____

_____ _____

_____ _____

1. What method/activity is working particularly well?
2. What is the greatest frustration for the teacher/aide/student?
3. What change in the student's program would help build self-esteem?
4. What did the MAT/Key Math testing show?
5. What is the best proportion for the time spent in drill and practice versus more integrated activities?
6. Which of the original objectives are/are not still viable?
7. What new objectives should be added?
8. Has there been any other new evaluation done on student performance.
9. How long do you expect the student(s) to remain in the Chapter 1 program?
10. How can communication with the classroom teacher improve?

Plan book:

The **Waterboro Schools** in **Waterboro, Maine** (60), have written curriculum skills lists for reading and math. Chapter 1 staff have copies of these skills charts, and use them to coordinate their tutoring with teaching in the classroom. In addition, the program has created quarterly home progress reports. These have the same designated skill areas as the district skills lists. Chapter 1 staff keep a weekly log of the skills that each child has worked on during the quarter, and thus the information can easily be transferred to the progress reports. This has provided a clear and concise method for reporting to parents.

Waterboro Schools Chapter 1 Program

Progress Report Form

Student's Name: _____ School: 2

Grade: _____

Your child has been working in the following areas:

Vocabulary: Developing sight vocabulary (Dolch Words). See back of this page for words Amy is learning/Reinforcing new vocabulary from classroom reading.

Phonetic and Structural Analysis: Vowel substitution/Compound words/Contractions/ vowels (long + short)/Initial consonant substitution/Recognizing possessive form/

Comprehension: Recognizing words with the inflection -es. Interpreting punctuation/Recalling sequence of events/Determining cause + effect/

Study Skills: Relating pertinent details. Following oral + written directions/Working independently/Classifying words

Comments: by meaning.

_____ Date: January 1984

Placement of aides in the classroom and the incorporation of a new Language Arts curriculum guide have been used by staff in the **Fairview** and **Stevens Mills Schools** in **Auburn, Maine** (61), to make Chapter 1 goals relate directly to classroom instructional goals. The fact that Chapter 1 aides work directly in the classroom means that they communicate continually with the classroom teacher and work directly under his or her supervision.

Last fall, a language arts curriculum guide was completed for the schools. Both classroom teachers and Chapter 1 staff participated in the in-service workshops which were offered to familiarize them with the new curriculum. They are now all able to speak the same 'language' and draw on the same background of printed material as they deal with their students.

The elementary schools in **Bath, Maine** (62), determined they could most efficiently coordinate instruction in Chapter 1 with classroom instruction by adopting a computerized testing and prescription procedure. The establishment of the computer program and the associated short-term tutoring practices have evolved over a period of two years.

Whenever students in Chapter 1 complete work in language arts or in mathematics, they are given criterion-referenced diagnostic tests which are scored on a computer. This occurs whether the work was assigned in the classroom or in a tutorial session. In addition to scores which tell instructors each student's level of mastery of skills in the curriculum, the computer prints out instructional prescriptions for each objective which has not been mastered. This prescription includes suggested materials and alternative strategies and so saves valuable instructional time which would otherwise be spent in collecting the necessary information.

Chapter 1 paraprofessionals assist with the reteaching of objectives, during which time students receive short-term tutoring. The Chapter 1 staff also provide the daily services needed to maintain the information on the computer. In addition to the diagnostic and prescriptive services, the computer

management system provides report cards, diagnostic test results, class status reports, and student histories of those objectives which have been mastered for parents, students and classroom teachers.

The Chapter 1 program at the **Goffstown Junior/Senior High School** in **Goffstown, New Hampshire** (63), has developed an integrated program for teaching reading, English and social studies which has resulted in thirteen to eighteen year old students making gains of two to four grade levels in reading during a single year. The program was developed because so many students in the school, lacking adequate reading skills, were failing English and social studies.

Each year the program determines which sixty students in the school have the greatest reading problems. These students are given extensive pre-testing to determine their specific needs, and then are divided into three groups. Those with a reading level at grades two or three are placed in the smallest group and taught basic reading skills throughout the program. A second group consisting of those with a reading ability at about grade four is larger, and is taught word attack skills. The third and largest group consists of those with reading levels between fifth and seventh grades. The students learn study skills, vocabulary and spelling.

The program occupies the entire morning of each school day. There are two ninety-minute classes during this time, which are divided into three thirty-minute periods in which each class is given short lessons in reading. During the content area period, English and social science teachers teach reading skills concurrently with the subject matter.

The teachers use mastery learning techniques and test for mastery of specific objectives. In addition, each class period is divided into two halves. The teacher instructs half the students in the class in a topic; the aide reinforces a previously taught topic with the other half of the class.

The program has required significant rescheduling of other classes in the school, and consequently encountered initial resistance. It also required training staff in reading rotation programs. Its successes, however, have warranted the continuation of the program. (This program is adopted from the Reading-English Rotation Project developed by Marcelyn Hobbs and disseminated through the National Diffusion Network.)

Chapter 1 practitioners use instructional methods and materials appropriate for their students.

Planning for Student Interest

School Administrative Union #24 based in **Henniker, New Hampshire** (64), intervenes at a pre-school level to prevent learning problems rather than remediating after the children have entered school. Staff have selected and carefully developed a program based on Jean Piaget's learning theories. Many of the methods and materials used are adapted from the High Scope Foundation's Cognitively Oriented Preschool Curriculum, **Young Children in Action: A Manual for Preschool Educators.**

All children in the program are tested in their homes to determine the development of their fine motor skills and language development. After two months of introductory activities, they are assessed to determine their strengths and needs in a number of skill areas. Materials are then selected which will assist the child in the development of needed areas. These include materials which provide pre-operational conceptual learning in language.

Children determine for themselves what they will work on using the materials which are presented to them by the home tutor through the Plan-Do-Recall method described in the curriculum. Thus each child is directly in control of determining the content of each lesson within the broad framework of the materials presented for that session.

(See also practice numbers 6, 18, 51, 100 and 124 for further descriptions of this project. See also material on page 54.)

At the **Flood Brook Union School** in **Londonderry, Vermont** (65), Chapter 1 students in the seventh and eighth grades use the community to improve communication skills, including writing, while learning about the history and resources of the area in which they live.

There are endless topics in a community which can be studied, and which are part of students' everyday life. This spring, for instance, the seven Chapter 1 students in the two grades reviewed old newspapers, looking for interesting events which occurred a hundred years ago. Their objective was to write their own edition of a newspaper for a day which was particularly interesting to them. They visited local libraries and read books and newspapers from the late 1800's, and finally settled on the date November 6th, 1880 as the day about which they would write.

Language Arts

The feature article of their newspaper, **The Londonderry Herald,** was about a railroad which had just been opened, and which was incorrectly predicted as the beginning of a new future for the town. They also wrote about the election of James Garfield as President. They found contemporary photos, located a ballad about the events they were studying, and even created advertisements from the period.

Elements of Pre-Operational Conceptual Learning

Key Experiences in Understanding Time and Space:

Spatial Relations:

- Fitting things together and taking them apart.
- Rearranging a set of objects or one object in space (folding, twisting, stretching, stacking, tying) and observing the spatial transformations.
- Observing things and places from different spatial viewpoints.
- Experiencing and describing the positions of things in relation to each other (e.g., in the middle, on the side of, on, off, on top of, over, above).
- Experiencing and describing the direction of movement of things and people (to, from, into, out of, toward, away from).
- Experiencing and describing relative distances among things and locations (close, near, far, next to, apart, together).
- Experiencing and representing one's own body: how it is structured, what various body parts can do.
- Learning to locate things in the classroom, school and neighborhood.
- Interpreting representations of spatial relations in drawings and pictures.
- Distinguishing and describing shapes.

Time:

- Planning and completing what one has planned.
- Describing and representing past events.
- Anticipating future events verbally and by making appropriate preparations.
- Starting and stopping an action on signal.
- Noticing, describing and representing the order of events.
- Experiencing and describing different rates of movement.
- Using conventional time units when talking about past and future events (morning, yesterday, hour, etc.).
- Comparing time periods (short, long; new, old; young, old; a little while, a long time).
- Observing that clocks and calendars are used to mark the passage of time.
- Observing seasonal changes.

Key Experiences in Developing Logical Reasoning:

Classification:

- Investigating and labeling the attributes of things.
- Noticing and describing how things are the same and how they are different; sorting and matching.
- Using and describing something in several different ways.
- Describing what characteristics something does **not** possess or what class it does not belong to.
- Holding more than one attribute in mind at a time (Example: Can you find something that is red and made of wood?).
- Distinguishing between "some" and "all."

Seriation:

- Comparing: Which one is bigger (smaller), heavier (lighter), rougher (smoother), louder (softer), harder (softer), longer (shorter), taller (shorter), wider (narrower), sharper, darker, etc.
- Arranging several things in order along some dimension and describing the relations (the longest one, the shortest one, etc.).

Number Concepts:

- Comparing number and amount: more/less, same amount; more/fewer, same number.
- Comparing the number of items in two sets by matching them up on one-to-one correspondence (Example: Are there as many crackers as there are children?).
- Enumerating (counting) objects, as well as counting by rote.

Reprinted from: Hohmann, Barret & Weikart, **Young Children in Action: A Manual for Preschool Educators,** High Scope Press, Ypsilanti, Michigan, 1979.

Student Newspaper Selection

We've got a little railroad
And it isn't very wide.
We put in twenty thousand
And quite a lot beside.
They took all our money—
It was something of a chunk;
It is now being run
By the old Grand Trunk.
They started Monday morning
At seven o'clock on time,
I say they had six passengers
That were going down the line.
A sheriff and a parson,
Three ladies, now don't laugh,
A little pile of lumber
And a little red calf.
They had but one car
For the whole blamed lot;
They hadn't any stove
And it wasn't very hot;
They hadn't any seats
So they were in sore distress,
They took the crowd along
As baggage and express.
The sheriff, he looked wise,
And the baggage master, too.
The expressman, how he swore,
As all expressmen do.
Captain Davis took the minister
Most kindly in his charge,
He put him in the mail bag
As he wasn't very large.
The conductor waved his hand
And the calf began to bleat.
Then Bert, he pulled the throttle
And the thing began to start.
They left the depot right on time,
All in the same stall—
The parson and the sheriff,
The lumber, calf and all.

(Anonymous)

A weekly newspaper agreed to print selections from their newspaper, and included it as an additional two page supplement to a regular edition. The students visited the paper, learned about the process of printing, and helped with the layout of their own material.

The project required the cooperation of classroom teachers as students had to leave the school for two day-long field trips. It took about eight weeks of the students' time. They were initially discouraged by the lack of progress of their efforts since it took considerable time to find interesting materials. In the long term they have received considerable recognition for their efforts.

At the **Grafton Elementary School** in **Grafton, Vermont** (66), the Chapter 1 teacher used a language experience approach to teach reading and writing to two third grade students. At the beginning of the year each student

suggested five places about which they knew little and would like to learn more. The five suggestions from each student were then written on slips of paper and put into a hat. Five were drawn from the hat, and from these, two were picked for visits and study, one in the fall and one in the spring.

The Chapter 1 teacher made an initial contact with the site, but the students had to send a formal letter requesting the visit. They dictated the letters, and then copied the text written by their teacher. The person to whom they wrote the letters responded directly to them, so that they took control of the process of selection and arranging the visit itself.

The next step consisted of the children talking about what they knew of the site, and what they wanted to know more about. (They might do some initial research about the site by asking others who knew something about it, or possibly by looking for information from printed material.) From this, they decided what questions they wanted to ask and rehearsed them. The steps ensured that they had a successful learning experience at the site when they visited.

Immediately after the visit, the students reviewed their questions and the answers they were given using a tape recorder. The teacher probed to make sure that the descriptions which they gave were sufficiently detailed for later writing exercises. Once the discussion was complete, they reviewed the answers, and then created a monologue on tape describing the visit and what they learned. A basic rule for the monologue was that it consist entirely of complete sentences.

Categories for Description, Methods of Descriptive Extension

1. Description

a. labeling	b. color	c. shape
d. composition	e. function	f. major parts
g. quantity	h. characteristics	i. comparison-contrast
j. person, place, thing	k. emotions	

2. Description extension:

a. What's different about _____?
b. How is it like _____?
c. How could you explain it to a blind person _____?
d. How would you tell about it to a person who does not speak your language?

e. Why do you suppose it is so _____? (big, furry)
f. What would happen if _____?
g. If it could be changed, how would you change it _____?
Why? _____

The following week the students listened to their monologues two or three times, and then began to pick out vocabulary words which they couldn't spell from the monologue. They each had twenty-five to thirty words which they dictated to the teacher. She wrote the words onto 3 x 5 cards and they became their word lists for the next few weeks, used as playing cards for games such as 'go fish' until the students were thoroughly familiar with them. The students then had the knowledge and vocabulary to write a book about their visit, and at each stage of the way they had been in control of their learning.

The first step in writing a book was to determine its content. The students reviewed other books and decided that they should include a title page, dedication page, and should end in some formal way. Writing and drawing activities were then interspersed over a period of several weeks. At this stage the students sometimes found the process tedious, attention wandered, other learning activities had to be included to keep their interest.

The students wrote the draft copy with their deck of word cards in front of them, and then had the option of making that their final one, or recopying it. The outcome was a product which they could be proud of. The fact that they remained in control of the learning process

both increased their security and their self-esteem, and helped them learn language which was appropriate to their needs.

Literature

Many children don't learn the childhood literature which is so much a part of the culture before they enter school. This often leaves them at a disadvantage when the literature is referred or alluded to. Consequently two Chapter 1 programs in the tri-state area have developed methods to use traditional literature to teach language.

At the **Vickery School** in **Pittsfield, Maine** (67), Chapter 1 students are taught memorization, sight vocabulary and word analysis skills through traditional nursery rhymes. They also learn to take pride in being both oral and silent readers.

The program now has about two years worth of written activities using nursery rhymes. Each rhyme is accompanied by a set of activities which continue for about two weeks. Each set of activities is designed to build upon and review the skills children have learned in previous rhymes.

Bruno Bettleheim served as the source of inspiration for the Chapter 1 teacher at the **Walker School** in **Concord, New Hampshire** (68), who teaches reading using fairy tales. Twenty students from grades one and two work for approximately twelve weeks with eight different stories. These range from those with the most simple plots and considerable repetition of language such as "The Three Bears" and "The Three Billy Goats Gruff" to those with a more complex plot such as "Little Red Riding Hood."

On the first day in the sequence the children listen to the story from a well-illustrated book written in a good literary style. The reading is taped, complete with the reactions of the children listening, so that it can be referred to again by the students if they wish to refresh their memories of the whole story or select a specific piece of information.

On subsequent days, children illustrate parts of the story which are significant to them and name the objects which they have illustrated. These words are written on the picture and become the beginning vocabulary for that particular student. More advanced students are able to pick out words which they wish to learn directly. These words become their sight vocabulary.

Other activities in which they engage include the following:

- tracing the sequence of the story's main events using the pictures they have drawn to learn the concept of plot development
- writing sentences based upon the story and their illustrations
- predicting outcomes

Outline of Old King Cole

Selected Activities for Letter 'C'

Day I
Introduce the rhyme **Old King Cole.** Write it on Chart paper. Read it by pointing to each word as you read it. Have children read along. Have children count the letter C's in the rhyme. Discuss the meaning of the rhyme (i.e., merry, old soul, and history of the rhyme). Do a C worksheet. Do King Cole color sheet.

Day V
Old King Cole Book is done. Children make the book then read the rhyme independently.

Day VII
King Cole's Bowl worksheet. Do crown color word worksheet. Read Shel Silverstein's poem "The Peanut Butter Sandwich" about a King who calls for something different than King Cole.

- listing characters
- analyzing the plot
- reading a dramatic interpretation of the story.

Children are provided with books containing a simpler version of the story than the one originally read to them, which they learn to read themselves. Through repetition they become totally familiar with the fairytale. By the time the dramatic interpretation has been completed, children are able to understand well the connection between reading and the story from which the words originate, to listen as others read, and to pick up the story when it's time to read the lines of their character.

The concept of key words is used in a variety of instructional programs in Chapter 1, including the one described above. Staff of the Chapter 1 program at **Rumford Elementary School** in **Rumford, Maine** (69), have developed a variety of activities to elicit key words from pre-first grade children based upon their own interests. Teachers in the program have become familiar with the key word concept through the work of Sylvia Ashton-Warner.

Students in the program actually have their "key words" put on small oaktag strips and collected on a large key ring. Even though they are not ready for formal reading, many of them have been able to put fifty or more words onto their key rings for use in pre-reading activities.

Students in grades one through six at the **Pendleton** and **Capri Street Schools** in **Brewer, Maine** (70), are encouraged to read books of their own choice, and are given the full range of books in the school or town libraries from which to choose. In addition, there were inadequate funds to create a library within the Chapter 1 program. The children are therefore encouraged to read literature which is written in a natural language rather than the vocabulary-controlled language of the basals. At the earliest grades literature choices usually have predictable or repetitive language patterns. Almost all students begin to learn the patterns and flow of the language, and quickly feel that they are in control of their reading.

In the upper grades students are taught the five-finger method of selecting a book. They choose a book on a subject which interests them and open it at random. Then they read half a page and count on the fingers of one hand the number of words they can't understand. If they find more than five words they can't read, the book is too difficult for them and they should pick another. Sometimes students are so interested in the topic that they are willing to accept the frustration involved in reading more difficult books. In this case the decision is always theirs.

As students read, they are encouraged not to stop and ask about words they don't know, but to continue using the context to learn their meaning. The flow of the story and its meaning is not broken by a question and response by a teacher, or by the student stopping to sound out words. This approach provides significant motivation for reading and increases concentration because of the intrinsic interest they have in the books.

Summer Reading

During the summer, students are encouraged to make use of the town library. Each student is provided with a calendar on which to record the books read. This can be returned in the fall, and those who have met the goals established at the beginning of the summer are rewarded.

Supplementary Activities

The Lunch Bag Book Club was established by the Chapter 1 staff in **School Administrative Union #51** in **Center Barnstead, New Hampshire** (71). Chapter 1 tutors choose the featured book for each meeting of the book club, which is open to all Chapter 1 students from ages five to thirteen. Students are given a copy of the book, and are encouraged to read it on their own or at the end of the tutoring sessions.

The students bring sandwiches on the day when the Book Club meets, and tutors provide dessert and juice. Each Lunch Bag Book Club meeting begins with a discussion of the featured book. This is followed by a related activity, which may consist of a filmstrip on the author, or on another book he or she has written.

The activity encourages pleasure reading. It is a good complement to intensive skill work, and an excellent way of extending reading activities begun in the classroom. By varying the themes and reading levels of the featured books, each Chapter 1 student participates in at least one Book Club meeting a year.

The **Somersworth-Rollinsford** Chapter 1 program in **Somersworth, New Hampshire** (72), promotes an annual Reading Rodeo to encourage reading beyond the classroom. Two tutors working together have all their children in grades one through six study one author. Older children gather information about the author from a variety of sources and compile it. Younger children read, or are read, the information gathered.

The children read or have read to them as many of the author's books as possible. They then write to the author. Individual children, in small groups, choose a project which relates to one of the author's books. The culmination is an evening session at which children display or present their projects to their parents and see a film about the author.

The Reading Rodeo has been successful in the past, and is easy to repeat now that the approach has been developed. Interest remains high among the students because a new author is featured every year.

The **Somersworth-Rollinsford** Chapter 1 program has also had a lending library selected with the interests of Chapter 1 students in mind (73). It is intended to encourage reading for pleasure and also the use of reference sources. Students are allowed to select their own books with their tutor's approval, and there is no time limit for borrowing. Students assume responsibility for signing their name on the book card and placing it in the card file when they check a book out. When they return the book, they are also responsibile for finding the card, putting a line through their name, and replacing the book on the library shelves.

There is a graph on the wall of the library with every student's name on it. For each book read, a student receives a mark. When they have completed five books, they are awarded a badge. Using this process, many students read from twenty to sixty books each school year.

Writing

Students at the **Irasburg** and **Albany Hilltop** schools in **Irasburg, Vermont** (74), live in small, isolated communities and are exposed to different experiences than those which would be available to them if they lived in urban settings. Consequently, the Chapter 1 teacher at the two schools helps students write letters to famous people who have occupations which are uncommon in the area.

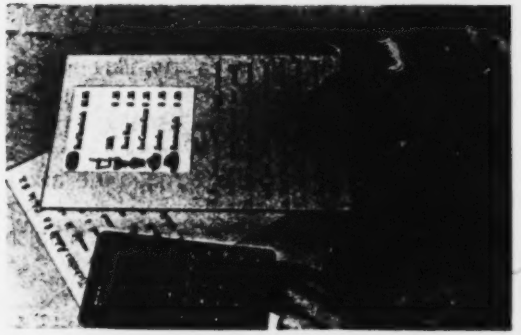
With the assistance of a Vermont television station, the Chapter 1 teacher has found the addresses of people in a variety of professions. She writes introductory letters to them explaining her program, and asking if they would be willing to receive, and respond to, letters from her students.

The students select someone whose career interests them, and compose a letter to them. The exercise teaches letter form, spelling and addressing an envelope, and they are able to explore long term career ideas and to pursue interests. The replies, which are sent to their homes, create considerable excitement and enthusiasm for the project. A.J. Foyt, the famous racing car driver, has been the most consistent and long-term supporter.

Mathematics

Mathematics skills can be related easily to activities outside school. At the **Amherst Street School** in **Nashua, New Hampshire** (75), students in grades three through six work with a kit designed to be used with hand-held

calculators. The kit includes a series of teacher-made task cards of problems. The problems may be taken from a restaurant menu, newspaper advertisements, and other similar material. All the problem sheets are self-correcting so that students can work at their own pace with a minimum of supervision.



At the **Spring Street Junior High School** in **Nashua, New Hampshire** (76), Chapter 1 students use menus from local restaurants for tax and tip percentage problems. Newspaper advertisements of sales and grocery specials are used for money change problems. Bank rates are used for computing interest on accounts, bank checkbooks for balancing accounts, and phonebooks for completion of job applications.

Listening Skills

Staff of the **Aspire Program** at **Burlington High School** in **Burlington, Vermont** (77), have created an extensive program to improve listening skills. They determined that many of their students had not developed the necessary skills to acquire and retain information from classroom lectures. The listening skills instructional unit was created to address this problem.

Each staff person wrote a series of short presentations at four different levels of difficulty on a variety of topics. At the most simple level, the story line is very easy to follow, the presentation is short, and the main ideas are easy to identify. Following each story, the shortest of which are about half a page in length, the staff person created a note summary and identified key words from within it. The fifth level of difficulty was created by transcribing actual teacher classroom lectures, using the same format. The written stories were then read onto tape by the people who had written them.

Students listen to the tapes and make notes on them. A Chapter 1 staff person then assists students to compare their notes with the ones written by the author of the story or lecture. Students gradually expand their abilities to concentrate on lectures, to pick out major themes and points, and to make adequate review notes. There are nearly sixty stories or lectures to choose from in the instructional unit.

Staff in the program have developed a handbook which can be used to help identify students who need to improve their listening and note-taking skills. For students, it includes suggestions for note-taking, and for teachers, suggestions on ways to help students remember important points in their lectures.

Cooking

Students in the eighth grade at the **Main Street School** in **Farmington, New Hampshire** (78), expressed an interest in cooking. Although there are no cooking facilities in the school which could be used by the Chapter 1 students, an aide decided that

Apple Drop Cookies

Yield: about 4 dozen

½ cup margarine
1 cup packed brown sugar
1 egg
1 teaspoon vanilla
2½ cups of flour
½ teaspoon baking powder
½ teaspoon baking soda
½ teaspoon salt
½ teaspoon cinnamon
2 cups of finely chopped, peeled apples

Directions:

Combine margarine and sugar and beat until light and fluffy. Blend in egg and vanilla. Combine dry ingredients. Mix well. Stir in apples.

Drop rounded teaspoonfuls of dough onto ungreased cookie sheet. Bake at 350 degrees for 20 minutes.

Follow-up on Recipe

(Following Directions and Sequence)

1. What does the word "yield" tell us?
2. What are the first two items you combine?
3. When do you add the egg and vanilla?
4. When do you add the apples?
5. What kind of pan do you use?
6. At what temperature do you bake? For how long?

she would integrate cooking into the reading program.

Students began by discussing the terminology in a particular recipe. They then read the recipe to themselves, answer a series of written questions on it prepared by the aide, and review the written answers in a group. Students next take the recipe home and follow the steps in it to create a dish. The approach is so successful that a number of them have continued to cook independently, following recipes which they have sought out on their own. The approach holds their interest while the students read, follow directions, and follow a sequence of steps.

Peer Tutoring

Peer tutoring is an integral part of the Chapter 1 program at the **Saint Albans City Elementary School** at **Saint Albans, Vermont** (79). Eighth grade students tutor students in a fifth grade mathematics class. With limited funding, peer tutoring extends the assistance which can be offered to students. In addition, the training and experience which tutors gain from the project improves their math skills, human relations skills, and self-esteem.

A Chapter 1 staff person and the school guidance counselor developed a training curriculum for the program based on the book, **Increasing Student Productivity Through Peer Tutoring.** It usually requires twelve sessions over a period of six weeks, and consists of training in both mathematics and human relations skills. Six to eight tutors are trained at a time. This is a small enough group for the Chapter 1 teacher to supervise, and large enough so that the program is not harmed if there is a dropout.

The tutors are taught the importance of self-image (both for themselves and their tutees), how to give specific praise and encouragement, how to deal with attention-getting behavior, how to maintain discipline through assertiveness, and how to listen to students accurately and effectively. The content of the sessions is similar to that which might be used with adults in the same situation, and the students are well able to understand both the concepts and the language.

Tutors are also taught specific teaching techniques. They learn and practice a flashcard procedure, clear record keeping, and an individualized math computational skills series. The tutors work with two fifth graders at a time, thus significantly expanding the amount of individual time possible with only one Chapter 1 teacher.

Peer tutors are required to arrive at the Chapter 1 room fifteen minutes before each session to prepare. They plan the session, then collect the necessary materials. Finally, they spend a few minutes with the Chapter 1 teacher to review or discuss any problems or questions they have. Periodic reviews are held throughout the year for students to discuss their experiences. They talk about their successes and problems and discuss ways to change the program or their own behaviors to make their tutoring more effective.

Summer Materials

Each tutor in the **School Administrative Union #51** Chapter 1 program in **Center Barnstead, New Hampshire** (80), makes a summer packet for each of their Chapter 1 students. They fill a 10" x 13" manila envelope with activities of appropriate interest and difficulty. The envelopes usually contain teacher-made games, activity or skill sheets, a copy of a donated children's magazine, and a paperback book on loan. Each packet has a cover glued to it which the student can finish coloring or designing.

Students are not checked to see whether they have completed the activities given to them for the summer, but they are encouraged to exchange paperbacks with other Chapter 1 students. Although they must return a book in the fall, they are not required to return the one they were originally given. The practice sets expectations for students, and encourages pleasure reading during the summer.

Sharing Goals and Progress

Chapter 1 programs are intended to complement classroom instruction. The methods and materials used to achieve this goal vary widely, but the objective must always be to help students succeed academically in their classrooms. The success of Chapter 1 programs directly correlates with the extent to which skills that students need to succeed in the classroom are taught, and to the way in which project activities dovetail with classroom learning goals. The most successful Chapter 1 staff marshall the joint efforts of students, parents and teachers together to further each student's learning.

In order to cooperate effectively, the student, his or her parents, the classroom teachers, and the Chapter 1 staff must know what they wish to achieve (learning objectives), the student's current skill level (formal or informal assessment), and where they are in the process at any particular point (frequent feedback). The practices described in this section demonstrate different ways that schools in Maine, New Hampshire and Vermont have integrated these components into their programs.

The first indicator in this section describes different ways in which Chapter 1 schools have established monitoring and feedback systems for students. Monitoring implies a system for collecting and recording data about each student's progress. Ideally, these records show which skills a student has mastered, and they are used to determine what that student now needs to learn. The best teachers use systems in which students' responses illuminate thought patterns. This helps instructors to understand why students

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are giving particular answers, and what reasoning has been used so that learning can be reinforced, built upon, or modified.

Feedback is most useful if it is immediate and specific. It should be simple and related to learning objectives. Students need to know how they did while the exercise is still fresh in their minds, and although they need a high level of success, feedback should not be equated with praise. Rather students (and their teachers and parents) need to know specifically how much progress they have made, and in which areas they need to put more effort. (Berliner, 1984.)

In some instances the monitoring process is separate from feedback. Some schools have developed practices which integrate the two. Research shows that both are necessary to promote the most effective learning. Certainly adequate feedback depends upon an adequate monitoring process. A critical factor in all systems is that monitoring and feedback are not perceived to require so much time as to detract from academic learning time. Activities described here have been accepted by practitioners because they are not time-consuming and decrease the time spent gathering the necessary information in other ways, and so contribute to academic learning time.

The practices chosen for the second indicator of effectiveness in this section are those which emphasize specific and regular interchange between Chapter 1 staff and classroom teachers about student learning, and which also provide concrete and understandable information to parents about their children's achievement.

The practices selected describe ways in which to implement three concepts:
- methods for referring students to Chapter 1 which incorporate the knowledge of both classroom teachers and Chapter 1 staff;
- systems through which classroom teachers and Chapter 1 staff jointly set student learning goals; and
- systems for exchanging information on each student's progress between classroom teachers and Chapter 1 staff.

The ways in which these practices are implemented vary widely. The reasons for this differ: the personalities and skills of those who developed the program are different; the availability of certified teachers varies; the size of the school system makes a difference. For instance, programs in small school systems are often directed by a principal or other administrator, while larger systems may have a full time director. Some programs are staffed by certified teachers, while others depend entirely upon paraprofessionals.

Despite the differences, there are two crucial elements in all cases. The first is that the system emphasizes the fact that Chapter 1 is a supplemental resource designed to improve children's performance in the classroom. The second is that the programs have incorporated systems to promote specific and detailed discussion about each student's learning needs, status and progress.

The third indicator in the section describes ways in which schools have enlisted parents' support in teaching their children. Active parent involvement has been shown to be critical for early intervention programs, and research on effective schools has correlated high levels of academic achievement with parental support for the academic programs in those schools.

Practitioners emphasize that activities which are assigned or suggested for the home should reinforce learning already taught in the class. Students should be able to succeed at home to build self-esteem. Activities which are too difficult are likely to build frustration and resentment for both parents and children.

The extent to which parents provide educational support for children of school age is influenced by the dialogue between parents and schools and the manner in which schools enlist parental support. (Moles, 1982.) Schools should create a dialogue which assumes an equality between parents and school personnel. Research indicates that the process consists of two distinct phases. During the first phase, parents are invited to learn about their children's program and school performance. The second phase consists of involving the parents in home learning activities. Examples of both are included in this section.

The programs selected within this category fall into four basic types:
- programs which establish open communication systems with parents;
- ideas for informal learning;

- contracts involving teachers, parents and students; and
- programs which support and strengthen parents' teaching skills.

Programs which involve parents most effectively have a mix of these components and appear to have incorporated informal ways of evaluating their several impacts. (Cervone & O'Leary, 1982.)

Findings From Research

- Academic feedback is more strongly related to achievement than any of the other teaching behaviors.
- Student success depends upon the extent to which they are taught skills and information which builds upon what they already know.
- Student achievement depends upon the extent to which they have been taught skills or knowledge on which they are tested.
- Parents can significantly improve student achievement if they are actively involved in their children's learning.
- In effective schools, parents have various options for becoming involved in schooling, and procedures for involvement are clearly communicated to them.
- Those activities which train parents in tutoring techniques have been most successful in improving student performance.
- In effective schools, teachers engage in frequent, continuous, concrete and precise talk about teaching practice.

Berliner (1984), Bloom (1976), Bloom (1981), Cotton (1980), Fisher, Berliner **et al** (1980), Hunter (1984), Matuszek (1977).

Suggestions for Further Reading On Sharing Goals and Progress

Cervone, B. and O'Leary, K., "A Conceptual Framework for Parent Involvement," **Educational Leadership,** 40 (2), Nov. 1982.

Hunter, M., "Diagnostic Teaching," **Elementary School Journal,** 80, Sept. 1980.

Moles, O.C., "Synthesis of Recent Research on Parent Participation," **Educational Leadership** 40 (2), Nov. 1982.

Title I, E.S.E.A., **Working With Schools: A Parent's Handbook,** Washington, U.S. Government Printing Office, 1980.

Trelease, J., **Read-Aloud Handbook,** New York, Penguin, 1982.

Chapter I practitioners monitor their students' progress regularly, and provide frequent and relevant feedback to their students.

Written Records

Staff in the Chapter 1 program in the Augusta School System, in **Augusta, Maine** (81), have developed a series of objective sheets to monitor students' progress in reading and mathematics. The sheets are a record of objectives mastered, skills needing more work, and educational goals yet to be achieved. Completed objective sheets are kept in the students' Chapter 1 files, and follow them throughout the grades. At the high school level, students participate in completing them. They may discuss when they learned particular skills, and what exercises they did to learn them. A phrase such as, "I can remember when I did..." is often heard as students review their subjects. This gives them a sense of perspective and understanding of the progress they are making.

(See practice number 26 for another description of this program.)

In the **Floyd School** in **Derry, New Hampshire** (82), the staff in the Chapter 1 program have developed a system for immediate feedback for students in grades one through three. Each student's progress is checked through testing and discussion with teachers. Their successes are rewarded immediately, and their failures identified for immediate assistance. First graders are praised verbally or in writing, and they are given stickers for reinforcement. Second and third graders are rewarded with points. The points can be accumulated and "spent" on books, magazines, posters or stickers.

Graphs of Achievement

Another immediate feedback technique is a system in which students can monitor their own progress. In the **Somersworth-Rollinsford, New Hampshire** (83), school districts, students in grades one through six maintain sight word banks. Each student sets a ten-week goal of learning either fifty or one hundred words, and then each week works on five or ten of them. The Chapter 1 tutor prints these words on a small oaktag strip. The student then dictates a sentence in which the word is correctly used; and the sentence recorded on the other side of the strip. The words are put into a durable plastic bag, and the student is encouraged to review them throughout the week. Words known by sight at the end of the week are deposited into a word bank constructed from a coffee can; those which are not known remain in the bag for another week of study. The student then plots the total number of learned words on a graph, providing immediate feedback about his or her progress toward the final goal.

The student is periodically asked to review words already in the word bank. If any have been forgotten, they are removed and must be re-learned. The second time they are deposited into the word bank, they are not tallied on the graph.

At the **Mayo Street Elementary School** in **Dover-Foxcroft, Maine** (84), each student in the Chapter 1 program in grades one through five has a word card box consisting of a child's shoe box decorated with contact paper and

Augusta Schools

Name _____

Chapter 1 Reading Objectives

Educational Goal: The teacher will assist the student in improving his reading comprehension and recall.

Items will be checked off as competency is achieved. Level of performance indicates grade level equivalency.

		Grade Level	9	10	Comments
		Functioning Level		4	
Paragraph/Outline: The student will be able to outline a paragraph with 90% accuracy.	Date Started				
	Proposed Completion Date				
	Date Completed				
	Needs to Continue				
Paragraph/Writing Skills: The student will be able to write a concise paragraph on a given topic with correct punctuation and capitalization with 90% accuracy.	Date Started		9/82	4/84	
	Proposed Completion Date		4/83	6/84	
	Date Completed		5/83	5/84	
	Needs to Continue		12/82		
Selection/Detail: The student will be able to write the answers to specific detail questions from a given selection with 90% accuracy.	Date Started		10/82	9/83	Pacemakers
	Proposed Completion Date			6/84	DRL's and Content
	Date Completed		5/83		
	Needs to Continue		4/83	5/84	
Selection/Main Idea: The student will be able to write in their own words a sentence that expresses the main idea of a given selection with 80% accuracy.	Date Started		10/82	9/83	Pacemakers
	Proposed Completion Date		5/83	6/84	
	Date Completed		5/83	5/84	
	Needs to Continue		4/83		
Selection/Context Clues: The student will be able to correctly fill in the blank with a familiar multi-meaning word or an unfamiliar word using information given in the selection with 80% accuracy.	Date Started		10/82	9/83	Pacemakers
	Proposed Completion Date		3/83		
	Date Completed				
	Needs to Continue		4/83	5/84	

with the student's name on it. The box is kept in the Chapter 1 room, and is used to hold word cards.

Each month students receive a new "month" card with the name of the month on it and an elastic band around it to hold accumulated word cards. The students are also given a series of word cards for the month, which originate from tutoring sessions and from stories. Part of each session consists of learning the words on the cards.

Every Friday students read their words to their tutor. If they are able to do so correctly, they are given a badge. Students may wear the badges, or collect them in their word card box.

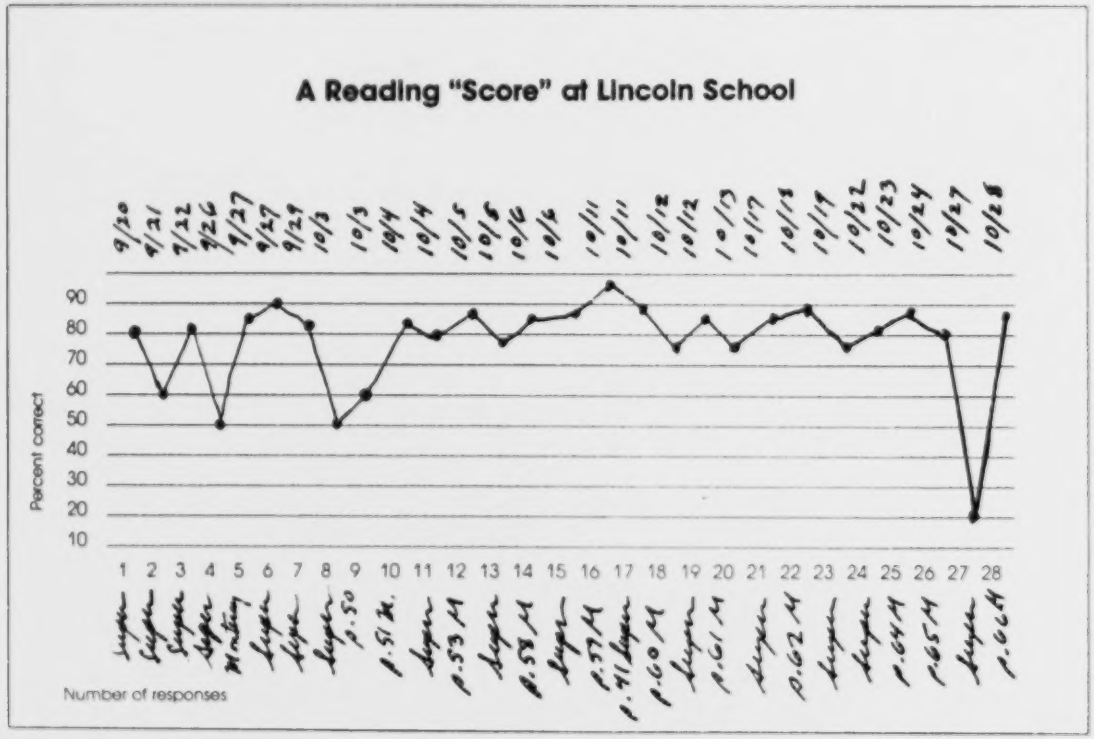
In the **Lincoln Community School** in **Vermont** (85), students monitor their progress in reading aloud by "keeping score." Staff in the program have consistently found that reading accurately is an important first step towards comprehension. The method employed can be used with students whether they are reading a beginning book of two-word sentences, a book of a few hundred pages, a social studies textbook, or the newspaper.

As the student reads aloud, the teacher records on a score sheet a '+' for each sentence read correctly, and an 'o' for each sentence which is incorrect. The teacher defines criteria for a correct sentence before the reading begins, and then consistently applies them. An example of criterion might be, "Each word must be read correctly and any misread words self-corrected without help from the teacher

before the end of the sentence." A time limit may be introduced, but this tends to penalize students who are trying to use their decoding skills independently.

At the end of each session the students count up the total number of sentences read, the number correct (or incorrect), and calculate their percent score, either by hand or through the use of a calculator. They then graph this score. It is helpful to code the graph to show the material read at each session. As the teacher glances over the graph, it becomes evident which types of reading present the greatest challenge to each student, and what specific skills should be taught.

A process for providing elementary students with reinforcement and feedback on mathematics facts is used at **Deerfield Elementary School** in **Jacksonville, Vermont** (86). At the beginning of each Chapter 1 session, while the instructor is still working with another student, each student is responsible for completing three or four mathematics Problems of the Day (P.O.D.'s). A special notebook is kept in each folder for this purpose. Each problem must be completely correct. Students may refer back to previous P.O.D.'s to check what mistakes have been made. Immediately after the student has completed the exercise, the instructor corrects the work and does the problem correctly beside

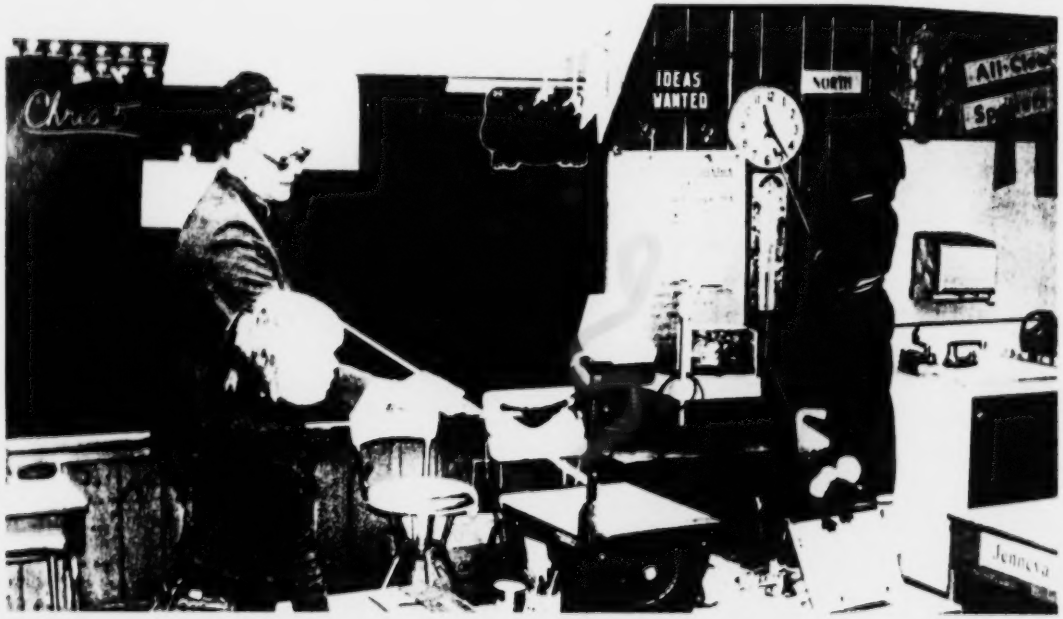


any mistake as a model for future reference. Each correct P.O.D. is worth one check. Ten checks are worth a wildlife sticker.

Students appreciate this process because it does not require tedious drill. They also appear to understand that some skills are harder to retain than others, and that those skills need to be checked more frequently. The P.O.D.'s provide a quick reference for the instructor to determine the skills individual students need to practice.

Student Records

Staff at the **Asa C. Adams School** in **Orono, Maine** (87), have introduced time as a variable in providing feedback to students in order to build their enthusiasm for learning basic mathematics facts. Students compete with themselves to correctly answer six or more problems. The mathematics facts are displayed on an overhead projector, and the student is asked to respond correctly as quickly as possible. Another student volunteers to be the timer for the test. He or she stands beside a large wall clock with a metal rim. The teacher says, "On your mark, get ready, set, ___." The timer says 'go' and simultaneously places a colored magnet on the rim of the clock opposite the second hand. When the problems have been correctly answered, the timer places a second magnet opposite the second hand, and counts off the elapsed time. The student records this time on a personal record sheet. The object is for students to beat their own time, and to do so in an atmosphere where other students in the room are supportive of their efforts rather than competing against them.



Precision Teaching is a nationally validated, structured method for teaching specific and well-defined skills in all subject areas using timed tests. It is disseminated through the National Diffusion Network and was developed by the Precision Teaching Project in Great Falls, Montana. The process, which is used by many schools, has been adopted by the **Windham Southeast Supervisory Union** in **Vermont** (88). Precision Teaching consists of one-minute timed exercises in a specific skill area designed to increase proficiency in that area. Students can be drilled on many topics, including mathematics facts, sight words or phrases, phonetics or letter recognition.

The goal of Precision Teaching is to increase the number of correct responses a student makes to a set of problems within a particular period of time. Ideally it produces over-learning. This method is particularly effective for the student who needs to see a concrete indicator of success. Because it is a timed drill, it may not be appropriate for a student with a high anxiety level. Students are involved in setting their own goals for learning and for charting their

progress; in this way Precision Teaching can serve as a vehicle to build confidence and lessen anxiety in similar timed testing situations.

Verbal Feedback

At the **Helena Dyer School** in **Portland, Maine** (89), students are encouraged to talk about their successes as the year goes on in order to improve their self-image. The practice was initiated to counteract the many negative comments children were making about themselves.

At the beginning of the school year, the students discuss what it means to be proud of themselves. During the school year, after each tutorial session, students make statements describing something which occurred during the session of which they can be proud. After the statement the children may select a sticker as a reward for that achievement.

Staff persons who work with students in grades two through five at the **Granite Street School** in **Millinocket, Maine** (90), use a simple system for ensuring that students are aware of their progress, based upon the writing of Madeline Hunter. At the outset of each session, they explain the objectives of the particular lesson and relate it to what the student has learned previously. At the end of the session, students are asked to summarize what they have learned.

For instance, students might be told that they were to learn five new words (from the Dolch word list) during a thirty minute session. At the end of the lesson they would be asked to say what they had learned. As they repeat each word, they are asked to use that word in a sentence. If the students cannot repeat the words or use them correctly, the tutor helps them to remember them. This practice enables instructor and student to monitor learning simultaneously and ensures that the students can verbalize the learning to classroom teachers, classmates, and parents.

It is not always possible to both state learning objectives and summarize them clearly and simply within a single lesson. When students are working with comprehension exercises tapes, the objectives may not be as immediate and specific as the example cited. Students who are used to this process soon begin to say, "What are we going to learn today?" at the beginning of each session, and look forward to knowing what they will have to deal with.

Chapter 1 practitioners and classroom teachers cooperatively develop instructional plans for students and keep each other informed.

Cooperative Referral Process

As is common in many schools, a package including a Recommendations Form is sent to classroom teachers in the **Flood Brook Union School District** in **Londonderry, Vermont** (91), in early June. Teachers are reminded of the student eligibility rules for Chapter 1 and are asked to make referrals on the basis of classroom performance, Metropolitan Achievement Test scores, and individual student need. The approach gives teachers a role in initiating Chapter 1 referrals, and the timing means that the Chapter 1 caseload is determined as early as possible in the school year. This ensures that those already in the program can usually return to it within a week of the beginning of the new school year; new referrals begin as soon as a schedule can be arranged—usually no longer than the third week in the year.

The form itself requests teachers to:

- list students whom they think should be in the program;
- state the reasons for the referral and the services they think are needed;
- rank their referrals so that priorities can be established; and
- state who will be each student's home room teacher in the coming year.

At the **Seabrook Elementary** and **Centre Schools** in **Seabrook, New Hampshire** (92), a process has evolved which provides Chapter 1 tutors with considerable freedom to develop learning activities, and which coordinates the program with classroom teachers. Initially, although students were referred by their classroom teachers, the students' programs were determined solely by the Chapter 1 tutor. This practice proved detrimental to the students in the program because it often did not directly supplement learning goals in the classroom.

Teachers now list what the referred student needs for additional instruction, and these suggestions are used as a guide in formulating that student's initial tutoring sessions. Shortly after the beginning of tutoring, the Chapter 1 tutor, the Chapter 1 supervisor and the classroom teacher meet to discuss the child and determine the objectives for the student's program. The tutor determines the activities and materials which will be used, but the tutor and teacher regularly meet to discuss how the program relates to what is being taught in the classroom.

In **School Administrative District #19** in **Lubec, Maine** (93), Chapter 1 staff and teachers use SRA Student Profiles to develop plans for all their students. Teachers have been trained to use the profiles to determine student strengths and needs, and to decide which students should be referred to Chapter 1. Chapter 1 teachers, in turn, compile student profiles of those with whom they have been working. The combined information serves as the starting point for communication between classroom teachers and Chapter 1 staff on the selection of each student.

Joint Goal Setting

Once students enter the program, teachers and Chapter 1 staff use the same set of information to cooperatively develop instructional goals for the year. Throughout the school year Chapter 1 staff re-evaluate student skills and report back to classroom teachers. Classroom teachers report student progress on tests administered in class to Chapter 1 staff.

The **Little Harbour School** in **Portsmouth, New Hampshire** (94), has developed a similar testing system to that in **Lubec** using the Prescriptive Reading Inventory Individual Diagnostic Map. The classroom teacher and Chapter 1 practitioner each have a copy of the individual diagnostic map and use it to determine each Chapter 1 student's needs. Staff then tutor in identified skill areas and report to classroom teachers on the student's progress.

Staff in the **Newfound Area School District** Chapter 1 program in **Bristol, New Hampshire** (95), create annual learning plans for their students. The plans are written in October after pre-testing has been completed, and they are updated in the middle of the school year. Students' achievements and materials used are noted in October and in June.

The form which is now in use has been modified a number of times to make it accessible to all. The basic goals are standardized by grade, but with room for individualized goals. The process was originally instituted to help Chapter 1 staff know what materials had been used with each student in the past. It is now used to communicate with classroom teachers and parents about each child's program, and it enables the coordinator to review the materials and activities chosen for each student and make suggestions about them.

Problem Solving

The support services staff at **Waterbury Elementary School** in **Waterbury, Vermont** (96), includes teachers in both the Chapter 1 and Special Education programs. Together they have developed a unique sysem for improving the quality of discussion about all students who need special assistance. They refer to these discussions as "staffings."

Newfound Area School District

Chapter 1 Learning Plan: School Year 1982-83

Name: _____ D.O.B.: 4/15/73 Grade: 4 Teacher: Blakely

Chapter 1 Dates: 9/82-6/83 Date Plan Made: 10/82 Date Updated 6/83

Goal	Materials	Comments
Improve reading comprehension	Reading comprehension series: Manes + Reins; Bones + Stones	Completed May '83
	Jim Forest series: Read, Study, Think, Level 3	Completed Nov. '82 - enjoyed
	Reading For Pleasure	Completed May '83 - 90% accuracy "Superfudge" by Judy Blume
Strengthen reading skills	Phonics: Modern Curriculum Press - Level C	Did various pages throughout year
	Curriculum "C" cards, Phonics, Etc.	1/3 done - sent home for summer work.
Improve spelling	Laidlaw - Success in Spelling (purple book)	Made some nice gains this yr. still needs help in putting letters in the right order.
Improve written expression	Did some creative writing " " work in identifying nouns and adjectives.	
Improve speed and fluency	Word Tracking	Did pages 38-56 - good speed but needs to be more accurate.
	Reading Fluencies - 3 wk. period	Improved from 78 words to 175/min.

All support services staff meet weekly for two hours during the school day. At that time any person on the school staff may request a "staffing" on any student in the school. The criteria for doing so are:

- The teacher genuinely does not know what is the best thing to do for the student.
- The person referring the student takes the time to create a profile of the student, giving their date of birth, grade level, and relevant test results.
- The teacher states in writing both the problem as she or he sees it and at least three questions to be answered at the "staffing."

Within the "staffing" meeting itself, the basic premises to which all participants agree are that:

- Brainstorming and problem-solving are more effective in a group than alone.
- When deeply involved with a difficult problem it is hard to see the 'forest for the trees.' It helps to gain the perspective of others, both classroom and support staff.
- The goal in "staffing" a child for an hour is to spend 40% of the time focusing on who the child is, 20% hypothesizing why the problem exists, and 40% determining what can be done.
- Whoever brings the problem to the group (whether a member of the Chapter 1 staff or a classroom teacher) is in charge of the session, and has the responsibility of making an initial presentation on the student.
- At the end of each "staffing," action statements will be developed that are acceptable to all those who work with the child regularly.
- Those who work with the child are expected to provide informal feedback to the staffing team on the outcome of the action statements.

This process has assisted in the creation of an atmosphere where the needs of individual students can be discussed in a direct, systematic and focused manner. There has been a long-term decrease in the number of "staffings" requested in the school, and one reason for this is that staff have become used to the process, and now use it regularly on an informal basis to improve instruction.

The Chapter 1 project staff at **Hinsdale High School** in **Hinsdale, New Hampshire** (97), have developed a unique model for supporting classroom instructional goals. It consists of a reading improvement program which serves forty students in grades seven through twelve. Reading Lab staff make themselves accessible to classroom teachers daily to promote discussion of Chapter 1 students and coordination of teaching efforts. The coordination is a two-way process at Hinsdale High; for example, texts which are

used in basic English and social studies classes are those which have been recommended by the Chapter 1 reading specialist.

Through daily interaction with classroom teachers and students, the Chapter 1 staff is aware when weekly or quarterly tests are being given, or when written or quarterly book reports are due. On unit tests, teachers may give the Chapter 1 staff notes on the topic, or even a sample test so that they can help the student study effectively. When the students take the test, they may take it in the Chapter 1 lab or if there are several students in the same class, the Chapter 1 staff person may go into the classroom to help students with the reading of the test. This enables the staff person to interact with non-Chapter 1 students in a positive way, thus enhancing the image of the program.

The atmosphere in the program now is such that students will seek out Chapter 1 staff to tell them about their progress. Teachers will often seek out the staff and inform them how students have done. The constant informal communication between faculty and Chapter 1 staff helps the students to realize that there are many teachers concerned with their progress and success. To complete the communication pattern, quarterly reports are sent home to parents in which their tutors spell out in detail students' academic progress.

(See practice number 14 for another description of this program.)

The **School Administrative District #72** Chapter 1 program in **Fryeburg, Maine** (98), has instituted a similar approach for grades one through six. Students in Chapter 1 are often behind in their classroom work, and sometimes feel overwhelmed by the pressure on them. Consequently, the Chapter 1 teacher's first priority is to clarify and help students with their classroom assignments. The Chapter 1 teacher helps students with silent and oral reading, vocabulary building, phonics, language skills and comprehension using classroom materials and helps them to achieve success in their class assignments.

Chapter 1 practitioners actively involve parents in students' learning.

Establishing Communication

Staff in the kindergarten program in **Nashua, New Hampshire** (99), establish open and direct contact with parents of their students with an annual Sharing and Caring Month. Parents are asked to visit the class and tell something about themselves. A letter of explanation with suggestions is sent home a few weeks before the designated month, and a calendar attached for parents to set up a time for a visit. In the past, parents have brought in craft projects, cooked with the class, demonstrated a hobby, or brought in a pet. Those who can think of nothing to bring are invited as "guest of honor" and integrated into the work of the class by the teacher. Those who cannot attend are invited to send in something and so participate **'in absentia.'**

The practice encourages parental involvement and interest in their child's school in an informal setting. It also creates an atmosphere for sharing in the classroom as children see their parents modeling for them.

School Administrative Union #24 based in **Henniker, New Hampshire** (100), operates a home visitor program for selected pre-school and kindergarten children. These home visits consist of informal learning activities through which children simultaneously learn necessary pre-school skills and improve their ability to plan and carry out concrete activities.

A major goal of the program is to involve parents directly in the home visits. Home visitors explain the purpose of each activity to the child's parents, and then invite them to participate. Home visitors teach parents ways to reinforce learning. They also suggest activities which parents can do with their children to help them learn specific skills.

When parents are unable, or do not wish to participate in the lesson, the home visitor

How Parents Can Help and What They Can Do At Home

The Kitchen. The Kitchen is a good place to start. The kitchen, with its association of food and fellowship, has natural attractions for children. Let them pitch in and help.

For example, this is a good place to develop skills needed in writing, that is, flexible finger movements, hand movements, and the knowledge of the right and left sides of the body. Some exercises that can be built into the kitchen routine:

a. The kitchen is a fine place for language development. Teach the children the names for appliances and foods. Teach him words like hulling, slicing, dicing, beating in connection with activities. First teach the action then the word.

b. There is an opportunity to increase visual and auditory perception by teaching about simmering, boiling, sticky, liquid, hot, cool, hard, soft, etc. You can stimulate the sense of smell and teach the difference between sweet, sour, salty, bitter. To bring out the perception of smells, bring out the spice cupboard. Have the child close his eyes and tell what the different spices are. Play guessing games: Who will be the first to hear the coffee perking; Who can guess what is baking by the smell?

c. Developing awareness of sequence and order can be done in the kitchen. Teach cooking with a recipe. Start with a very easy one. Divide it into steps. Introduce the steps in order—"First we do this, secondly, we do this, etc." Encourage the child to do them independently. Start with something simple: canned soup, jello, instant puddings, cake mixes, slice and bake cookies, etc. The finished product can be admired and shared.

Adapted from Hohmann, Barnet & Weikart, **Young Children in Action, A Manual for Preschool Educators,** Ypsilanti, High Scope Press, 1979.

explains it to them at the end of the session. Parents who are unavailable receive either monthly phone calls or a "notebook" describing the visits and their child's progress.

(See also practices 6, 18, 51, 64 and 124 for other descriptions of this program.)

Informal Learning

Strategies for encouraging informal learning at home are widespread. One of the most common techniques for involving parents in their children's learning has been through the use of activity calendars. Excellent examples abound, and the Maine Department of Educational and Cultural Services issues one annually.

Staff of the **Rutland New England Supervisory Union** in **Brandon, Vermont** (101), have modified their original calendar to a form which they find more useful. Children enjoyed the activities on their calendar, but were often disappointed when they were unable to keep up with the daily suggestions. Staff found it difficult to write activities within the limited spaces on the calendar. Consequently they now issue a seasonal booklet, "Education is Everybody's Business." The workbook consists of activities which relate to the season for which it is written, games, and relevant dates to remember. A suggested activity for election day in November, for example, is a visit to the polls with their parents. The children are asked to explain why they can't vote. A summer edition includes summer cooking suggestions, ideas for entertaining children on trips and picnics, suggestions for gardening, and ways for keeping number facts fresh in students' minds. Parents, as well as teachers, are asked for suggestions for the booklet.

Maine Department of Educational and Cultural Services Calendar

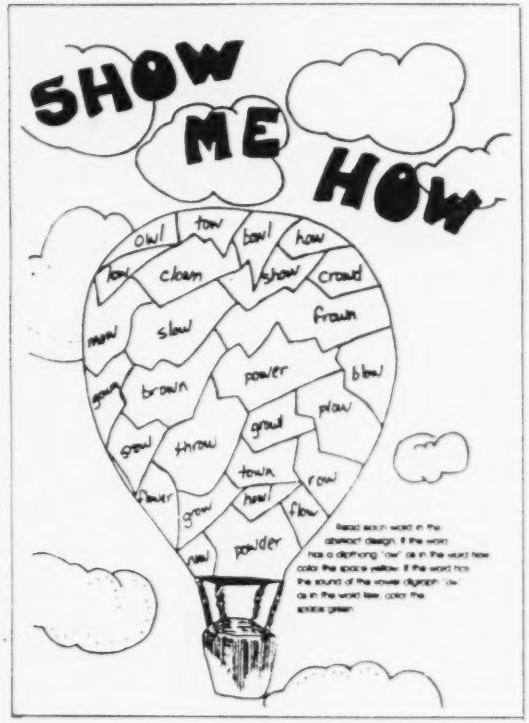
November

Each month, the Chapter 1 staff in the elementary program in **School Administrative District #6** in **Bar Mills, Maine** (102), send home a booklet of activities which parents can do with their children. The booklet consists of activities designed to improve reading skills at all levels. They are often shared with younger siblings, parents or friends. The booklet includes a cover letter which reminds parents of the program's purpose and goals, and informs them of ongoing projects, special activities or upcoming events.

Staff at the **Lincoln Community School** in **Lincoln, Vermont** (103), have discovered that board games created by students are an effective way to involve parents in their children's learning. The most popular type is a

trip around the board through one crisis situation after another. The theme is determined by the student who creates the game, but usually relates to a popular topic. Cabbage Patch dolls and Return of the Jedi are two current themes. Pictures representing the theme can be cut out of magazines or wrapping paper and dispersed around the board.

Moves are based upon the successful completion of activities randomly selected from an accompanying deck of cards. This format lends itself to the identification of sight words, letter sounds, breaking unknown words into syllables, providing antonyms and synonyms, and many other skills. Students are encouraged to play the game with a parent or sibling. Frequently they go on to make up their own games independently once they see how easily they can be constructed. This gives them the opportunity to show off their skills using a familiar format, and provides additional practice in reading.



The mathematics skills specialist in the **Manchester, New Hampshire** (104), Chapter 1 program has developed a series of games to reinforce mathematics skills.

These, too, are made during class time and taken home to be played with family and friends. The games are tailor-made, reinforcing the skills that the student needs to practice. Skills include the four basic mathematics operations as well as calendar use. Activities for the latter have been developed from an analysis of the type of questions asked on a standardized test, and have improved student scores on that section of the test.

The **Manchester, New Hampshire** Chapter 1 mathematics program (105) involves parents through Monthly Activity Sheets which include monthly progress reports and newsletters. The activity sheets provide a review of skills already learned. They are designed so that no more than a pencil is required to complete them. The reverse side of the sheet is more difficult than the front and is optional.

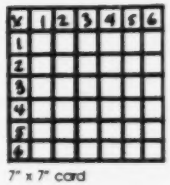
Parents are encouraged to help students with the exercises, and are asked to sign the sheet before it is returned. This procedure increases the chances that they will receive the rest of the package sent to them with the Monthly Activity Sheet. Space is also included on the skillsheet for parents to make comments about the activity, and many avail themselves of the opportunity. Students are rewarded for returning signed sheets.

Manchester School

Yahoo Multiplication

Materials:

1. Mat for each player
2. Pair of dice
3. Markers to cover the squares
4. Multiplication answer key



7" x 7" card

Play:

The first player rolls the dice.

He says the multiplication fact and supplies the answer. (Ex. 2 x 3 = 6)

If the player cannot supply the correct answer, he may look on the Answer Key for help.

He then covers one of the two ("6") squares on his board.

If a player rolls doubles (Ex. 3x3=9), he gets another turn.

Play then moves to the next person.

Winner:

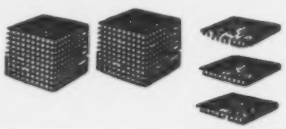
The first person to cover six squares on his mat either vertically (up and down) or horizontally (straight across) is the winner.

Manchester , New Hampshire

Chapter 1, Math Skills

Name _____

Count the groups of thousands, hundreds, tens and ones. Write the values on the line.

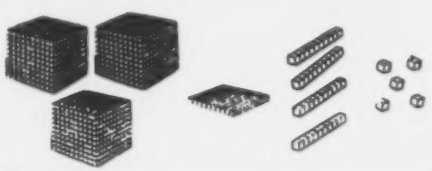


Th	H	T	O

= _____

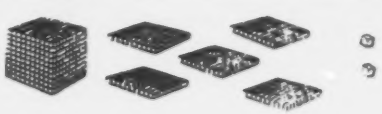
Th	H	T	O

= _____



Th	H	T	O

= _____



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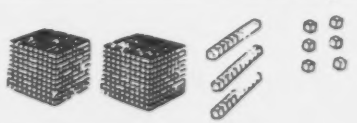


Th	H	T	O

= _____

Counting by 1, write the numerals that come before and after.

_____	25	_____	_____	73	_____
_____	29	_____	_____	17	_____
_____	51	_____	_____	33	_____
_____	99	_____	_____	42	_____
_____	86	_____	_____	69	_____

Count to 100 by 2's.

2, 4, ____, ____, ____, ____, ____, ____, ____, ____,

____, ____, ____, ____, ____, ____, ____, ____, ____, ____,

____, ____, ____, ____, ____, ____, ____, ____, ____, ____,

____, ____, ____, ____, ____, ____, ____, ____, ____, 100

Draw a <u>circle</u> around each of the <u>even</u> numbers. Draw a <u>line</u> <u>under</u> each of the <u>odd</u> numbers.

76 23 44 90 51 66 47

10 86 12 75 28 99

Parent's Signature _____

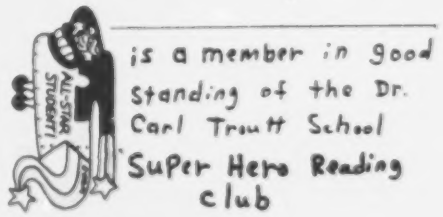
Contracts

Chapter 1 programs in the three states have incorporated a variety of methods to encourage parents to assist with reading at home through more or less formal contracts. The **Governor Wentworth School** in **Wolfeboro, New Hampshire** (106), sponsors an annual Parents As Reading Partners program for its 900 students in grades K through six. Parents are asked to read with their children for fifteen minutes a day for a period of six weeks, just for the fun of it. They are asked to log the time they spend reading each day on a calendar which is returned to the school. Those who complete it are rewarded with a book bag donated by a local bank. Parents are asked to use the fifteen minutes in a variety of ways including:

- Having their child read to them.
- Reading aloud to their child.
- Reading the same page together silently and then talking about it.
- Sharing the reading time by sitting together and reading different books or magazines.

A variation of this approach is practiced in the **Somersworth-Rollinsford, New Hampshire** system (107), where a reading contract is negotiated between the child and his or her parents (or another adult) for a specified time (two to four weeks) and a specific amount of time each day (usually 15 minutes). There is no pressure put on children to enter into such a contract, but there is a reward for successful completion, usually a book.

The **Ella P. Burr School** in **Lincoln, Maine** (108), has instituted a "Super Hero Club." Students in the Chapter 1 program and their parents may elect to participate. The staff have created a collection of mini-books by cutting stories from old reading texts. These are coded by reading level, and a super hero name given to each reading level. Students who read five books at their level receive a special membership card. Those who read ten or fifteen books receive other small rewards, and those who read twenty receive a tote bag and a paperback of their choice. Both parents and teachers sign to certify that each book has been read.



Ella P. Burr School

Super Hero Club

Membership Rules

1. Discuss with your reading teacher how you can join and with which super hero group you should begin reading.
2. Take a checklist for that group.
3. Choose a book in your group that you would like to read.
4. Read and enjoy your book with your parents.
5. When finished with your book, have parent sign checklist, check in with your teacher for a short talk about it and have teacher sign checklist.
6. Continue to follow steps 3-5 and have fun with reading.

Between Christmas and the beginning of Little League in May, elementary students in the **Orange-Windsor** Chapter 1 reading program in **South Royalton, Vermont** (109), are assigned specific pages to read each night of the week. These may be drawn from old basals, sample basals, or other materials that are readily reviewed. Children who are not yet able to read books are assigned words to practice sounding, sight words to read, or sentences to read. Parents are asked to help their children. If children are in grades one through three, parents are asked to sign that they have read aloud with them. For students in grades four through six, parents are asked to sign a slip of paper saying that their child has completed the assignment.

The assignments themselves are such that the students can always complete them successfully with the help of their parents.

Students receive rewards for returning their slips, including a handmade sticker when three or four weeks of work is completed. In order to ensure cooperation rather than competition, all students are rewarded with a party when everyone has reached their goals.

Chapter 1 Supplemental Reading Program

Dear Parents,

Successful, exciting, fun experiences in reading are most important as your child is learning to read. Important also is the opportunity for you to share in these reading experiences. It is a time for talking, a time for helping, a time for encouragement and a time for praise.

WE NEED YOUR HELP !

Your child will be bringing home something to read each night. You are asked to listen to your child read and to sign a note to let us know that your child read with you. Your child is keeping track of his/her reading on various charts in the reading room. He/she will want to tell you all about these.

We are trying to give some guidance with the selection of books so that children will read materials appropriate to their ability level. Your child may occasionally ask for help with a word.

We are continuing in our daily supplemental help program to maintain a consistency of reinforcement along with this motivational reading project.

Thank you for your help ! !

Sincerely,
The Chapter 1 Reading Room

The Chapter 1 program at **Rye Elementary School** in **Rye, New Hampshire** (110), has developed a highly structured program for promoting reading at home (it has been adapted by the **Laconia, New Hampshire** Chapter 1 program) for students in kindergarten through grade six. Students must complete a minimum number of reading minutes at home per day according to their grade level, and may complete up to five times the daily minimum to earn bonus points. Parents are asked to certify the amount of reading their children complete, and are also invited to volunteer to assist in the Reading Carnival at the end of the eight month reading period.

Home Pleasure Reading Program
Rye Elementary School
Time - Line

NOVEMBER—DECEMBER . . . INTRODUCTION TO STAFF AND STUDENTS

1. Explanation of daily minimum and bonus chart
2. Reading voucher and weekly total system explained
3. Children create classroom ticket storage display

JANUARY—APRIL . . . PROGRAM BEGINS

1. Home Pleasure Reading begins immediately following the Christmas holidays.
2. Parent information sheet and five (5) weeks worth of daily reading vouchers go home with every student.

MAY . . . CARNIVAL PLANNING SESSION

1. Carnival meeting with parent volunteers four (4) weeks prior to pre-set June carnival date.
2. Carnival information package distributed.
3. Sign up for game booths, concession stand, prize tables, etc.

JUNE . . . WRAP UP

1. Notices go home with each student requesting home-baked finger foods for the concession stand.
2. Juice machine reserved at McDonalds. (Paper cups and syrup free to schools)
3. Ice-cream purchased by school.
4. Pony and cart reserved.
5. Supplies for face-painting purchased.
6. Prizes for win tables purchased.

CARNIVAL DAY

1. 9-11 A.M. Elementary Grades Attend
2. 11-12 Picnic Lunch (Parents Invited)
3. 12-2:00 P.M. Intermediate Grades Attend
4. 2:00-2:30 CLEAN UP

TOTAL COST

Dunking Booth - $25
Prizes - $225.00 Ice Cream - $50
Drinks donated by McDonalds
Pony rides donated by parent

The Reading Carnival is indeed a carnival, with games and prizes, and a picnic lunch to which parents are invited. Students can participate in games by trading in the tickets which they have won through completing their reading goals. Students who win at the games are eligible for prizes or refreshments at the carnival.

Parent-Student Libraries

Several Chapter 1 programs in the three states have their own libraries to promote leisure reading among students. The **Newfound Area School District** in **Bristol , New Hampshire** (111), has a lending library consisting of educational games and activities (including books, worksheets and consumables) open to all Chapter 1 parents and students.

The materials are housed in the elementary school library. They were selected by a committee of Chapter 1 parents and staff to ensure a high level of parent participation in the entire process of creating the library. A list of the books in the library and their reading level is distributed to parents so that they can determine what they wish to use with their children. Over the time it has been in operation, the number of consumables (including mimeo booklets, posters and magazines) has increased. Students now use the library more than parents and are taking the materials home to use with their families.

The Parent Involvement Coordinator in the **Manchester, New Hampshire** schools (112), has established a Chapter 1 library in a different way. The library contains books for both students and their parents. A list of the books, a flyer explaining the goals of the library, and a book order form, were sent out to families of all children in the Chapter 1 program at the beginning of the school year. The booklist notes the reading level of each book and includes a form for ordering books from the library. Those who want a book request their first and second choices on an order form. No person may take out more than one at a time.

Incentives for users include a bookmark for all new members, a monthly drawing from a list of members for a book of the winner's choice, and a certificate for any child who reads three books and gives a short written or oral report. The project is new, and has been highly popular. The most time-consuming aspect of the project has been that of cataloguing books, and the greatest difficulty at this stage is that of obtaining new books and enough copies of those which are most in demand.

Developing Teaching Skills in Parents

A number of the programs already described include informal instruction for parents in ways they can support their children's learning activities. Some Chapter 1 programs have incorporated more formal training into their outreach to parents, recognizing parents' important role in educating their children.

The **Underhill** and **Village Schools** in **Hooksett, New Hampshire** (113), preceded their training workshops for parents with a formal survey of parents' interests, and designed specific workshops matched to the parent responses. They also distributed comprehensive handouts in order to reinforce the learning at the workshop.

Staff at the **Aroostook Avenue School** in **Millinocket, Maine** (114), used a less formal telephone survey to determine parent interest, and then organized four weekly workshops over a period of a month. Workshops were designed for those with children in kindergarten through grade three, and for grades four through eight. Topics have included Learning to Read,

Teacher/Parent Practices and Their Effect on Children's Self-Concepts

Unacceptable	Tolerable but Undesirable	Most Desirable	Unacceptable
Demeaning Practices can cause a child to think poorly of himself/herself.	**Restricting Practices** discourage children's potential growth and cause limited self-concept development.	**Enhancing Practices** encourage healthy development and self-concepts.	**Overrating Practices** can cause unrealistically positive self-concept (omnipotence).
The teacher . . .	The teacher . . .	The teacher helps children learn to . . .	The teacher . . .
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using materials, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private, e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels, and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.			5. Allows unlimited choice of resource materials, adults, or activities.
			6. Sets too few, if any, limits.

The teacher . . .	The teacher . . .	The teacher helps children learn to . . .	The teacher . . .
6. Implies or says that a characteristic is undesirable.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	7. Allows use of feelings which disrupt or disturb others.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her or asks personal questions.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	8. Gives feedback that is only positive or overly praising.
8. Treats a child's feelings as unimportant.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	9. Supports a child in taking credit for more than he/she has earned.
9. Makes unfavorable comparisons between children.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	10. Allows a child to integrate (believe) that he/she is better than other children.
	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining or getting angry).	

Adapted from: Natividad, DeAnda, **Helping Children Develop Healthy Self-Concepts,** Far West Laboratory for Educational Research and Development, San Francisco, 1975. (Available through E.R.I.C.)

Comprehension, Spelling, and How to Study a Textbook.

Parents become the students for the sessions. For a topic such as, "Helping Your Child to Study," they have the opportunity to work through a study method with their child's text. The approaches used are similar to study methods such as S.Q.3R. and Par-Four. The approach is informal, and intended to increase parents' self-confidence in helping their children. (See also page 86.)

Staff at the **Rumford Elementary School** in **Rumford, Maine** (115), have developed a less extensive, but similar approach. For the past two years, the sytem has held Parents and Reading Night, which consists of both discussion of reading programs in the system and teacher demonstrations of specific teaching techniques. Those who participate in the evenings are asked to complete a formal evaluation and list ideas for future workshops on reading.

A single event such as this means that the system is able to publicize it widely in the media, and to spend a significant amount of time organizing it. (See agenda on page 86.)

An alternative are the parents meetings at **Central Intermediate** and **Sherwood Heights** schools in **Auburn, Maine** (116). Fifteen or twenty parents meet weekly in a Parents' Club. Morning meetings enable the reading specialist to communicate directly with parents about their children, and also to offer short workshops on topics of interest to

Millinocket Schools

Helping Your Child Study a Textbook

(Especially Adaptable to Social Studies and Science Textbooks)

SURVEY
Step I

Look through the whole assignment with your child and encourage him/her to:

1. Read the chapter introduction if there is one.
2. Read the summary at the end of the chapter if there is one.
3. Read the headings, pictures and captions under pictures, study maps, graphs, etc.
4. Note words in italics and read meaning (usually given in sentence before or after italicized word).
5. Read the questions at the end of the chapter. These questions will tell you what is important to look for in the chapter.

QUESTION
Step II

Encourage your child to:

1. Use the questions listed at the end of the chapter or turn each heading into a question.
2. Make questions over italicized words.
3. Make questions over maps, illustrations, graphs, pictures, etc.
4. Write these questions relating to each textbook heading on a study sheet.

READ
Step III

Have child read the lesson in this way:

1. Read to find the answer to each question written on the study sheet.
2. Record answers (briefly) on the study sheet.
3. Cross out questions which are not answered in the assignment or find answers in other sources.

RECITE
Step IV

Ask child each question immediately after studying the assignment.

1. Have child answer each question orally if possible.
2. Have child mark those questions he/she cannot answer.
3. Have child reread that section again.

REVIEW
Step V

Go back over the questions on the study sheets before a test.

1. Have child answer each question.
2. Have child check those he/she cannot answer.
3. Have child reread only those sections which will answer those questions checked.

General Suggestions

1. Encourage your child to bring home his textbooks.
2. Work for short periods of time in the beginning.
3. Work through these steps one at a time. Continue with those steps which seem most helpful to the child. Steps 1 and 2 have been found to be most helpful to most children.

Adapted from: Robinson, Francis P., **Effective Study**, New York, Harper & Brothers, 1946.

parents. Topics have included using newspapers as a learning tool, listening skills, using reading and mathematics games, and discussion of **The Read-Aloud Handbook.** Discussions are informal, yet may result in action on the part of the school system. For instance, the outcome of the meeting on reading aloud resulted in the creation of a special library shelf of read-aloud books in the school library which parents could borrow to use with their children.

Parents & Reading

Wednesday — April 13, 1983 — 7:00-9:00
Rumford Elementary School

General Session: 7:00-7:30

Welcome and Introductions
Helping All Students Become Better Readers
Reading Programs in Our Schools
Reading—Our Primary Tool Skill in Learning

Teacher Demonstrations: 7:30-9:00

Using Art Activities to Teach Reading
Reading Readiness—Language Experience Approach
Phonics, Reading Games, and Activities
Comprehension and Thinking Skills
Materials, Strategies and Oral Reading
Wide Reading Stage-SQ3R for Content Area Reading
Meet the Disposable Textbook—"Our Newspaper"
What To Do With the Good Reader

Providing Leadership

The administrative structures of effective schools vary widely according to school size, type and the characteristics of their staff. For instance, the role of principals in secondary schools is different from that of principals in elementary schools. A highly qualified and experienced staff may require different leadership styles from a relatively less experienced one. There is no way to distinguish categorically between the role of the principal and that of other instructional leaders. There is agreement that there are a number of leadership functions which must be filled by some staff person in well-run schools and programs.

Instructional leaders, whether they are principals or program directors, have a primary responsibility for establishing and maintaining an environment which is conducive to learning. It is their duty to create pleasant working and learning conditions for staff and students, to develop systematic codes of conduct, communicate these to staff, students and parents, and enforce them. Effective leaders view staff as their most important resource and consequently provide them with opportunities for professional improvement. They are able to maintain a perspective on their programs, and recognize deserving staff and students for their talents and achievements in meaningful ways.

Three functions which instructional leaders should oversee are: planning for curriculum development and school improvement; overseeing their implementation; and evaluating them. Instructional leadership can also be thought of in terms of monitoring and support functions. Effective principals, either directly or through program directors, monitor student and staff performance. They visit and observe staff regularly, discuss

student progress and their needs, and generally know what their staff are doing and how they are feeling. This information can be used to develop public support for educational programs and staff and also to provide both emotional support and concrete teaching assistance to teachers.

Although the totality of teaching may be viewed as an art, specific teaching skills have been isolated which can be taught (Hunter, 1984). The major variables in student learning that can be controlled by schools are the knowledge, skills and attitude of the staff in a building. If leaders create a climate for open evaluation and discussion of teaching techniques, and provide opportunities for staff to learn, they can improve the overall quality of education.

If staff development programs are to be successful, teachers must be involved in their planning and implementation. The literature advocates that staff development activities should be directly related to goals for program improvement to be most effective. They should also be designed with the different needs, backgrounds, knowledge and learning styles of the participants in mind. Effective learning activities should be planned cooperatively by staff and administration, and include assessment and evaluation which allows for trial, modification and exchange of ideas over time.

Staff development activities should be tailored towards the specific type of learning which is required by participants. If staff require only additional knowledge, lecture techniques are the most efficient. Simulation techniques change attitudes in ways which lectures do not. If staff need new skills, the most effective method devised for training is the coaching model. This requires a sequence of explaining the theory behind the technique, demonstrating the technique, providing multiple opportunities for practice in a training situation, and then coaching the staff person over a period of time in a classroom. When a new teaching skill is introduced in a training session, about five percent of participants usually adopt it. By using "coaching" techniques, it is possible to achieve eighty-five percent adoption. (Joyce & Showers, 1983.)

Appropriate ongoing evaluation, both formal and informal, is critical to program improvement. Evaluations which are well-designed and integrated into the program strengthen the program over a period of time. They provide information which can be used to support the program and create a sense of pride among staff. The information derived from evaluation can develop support for programs. Parents, for instance, are much more likely to support a program if they have had an opportunity to express themselves on a regular basis, and to feel that their opinions have been taken into consideration.

The first set of practices in this section describes staff development activities which have been implemented by Chapter 1 staff to serve their own local needs. The practices in the second part of the section describe different ways that Chapter 1 project managers can use their supervisory roles to improve programs.

The third set describes program evaluations which have been conducted for program improvement. They include formal and informal evaluations by staff, parents and students. The last part of the section describes ways that principals can demonstrate their support for Chapter 1.

Findings From Research

- Effective leaders plan curriculum and school improvement goals, implement plans and evaluate them with the help of other staff.
- Effective leaders monitor student and teacher performance on a regular basis.
- Effective leaders provide concrete teaching assistance to teachers.
- Effective leaders demonstrate visible commitment to improving instruction.
- Effective leaders provide emotional support and incentives to teachers.
- Effective leaders run regular project meetings for planning, feedback and evaluation.
- Effective leaders plan from a base of documented information gathered from research and program evaluation.
- Staff development is most effective when related to program goals and is a continuous process.
- Staff development is most effective when it occurs in a climate of mutual respect, trust and collaboration between staff and leadership.

Blumberg & Greenfield (1980); Bossert, Rowan, Dwyer & Lee (1981); Greenfield (1982)

Suggestions for Further Reading on Providing Leadership

Chase, L., "Quality Circles in Education," **Educational Leadership** 40 (5), Feb. 1983.

DeBevoise, W., "Synthesis of Research on the Principal as Instructional Leader," **Educational Leadership,** 41 (5), Feb. 1984.

Glatthorn, A.A., **Differential Supervision,** Association Supervision & Curriculum Development, 1984.

Gile, M. and Dwyer, M.C., **Program Development: Procedures for Long-Range Planning,** New Hampshire Department of Education, 1982.

Hunter, M., **Mastery Teaching,** El Secundo, Ca., T.I.P. Publications, 1982.

Joyce, B. & Showers, B., **Power in Staff Development Through Research on Training,** Association for Supervision & Curriculum Development, 1983.

Sparks, G.M., "Synthesis of Research on Staff Develpment for Effective Teaching," **Educational Leadership,** 41 (3), Nov. 1983.

Chapter 1 practitioners are involved in the planning and development of staff development activities including those that are directly related to their role in the project.

Last school year all Chapter 1 staff in **School Administrative District #54** in **Skowhegan, Maine** (117), participated in both building level and system-wide staff development activities. At a building level, staff were presented with a suggested list of activities which could improve their professional skills.

All staff in the program completed a staff development needs assessment to determine their priorities for system-wide training. Staff compiled the information from the needs assessment during a workshop day at the end of August and created a comprehensive year-long staff development calendar from the information it provided them.

Staff planned at least one half-day workshop every month, and often many more. Workshop topics included:

- use of norm and criterion-referenced tests;
- a presentation by the Speech and Language Specialist on language development;
- a presentation by the Reading Specialist on diagnostic testing;
- a workshop on the Reading Miscue Inventory;
- a workshop on the use of computers, followed by a discussion on purchasing new software programs;
- a presentation on creative writing and spelling.

Evaluations were conducted half way through and at the end of the school year; the one in the middle of the year was used to modify the program.

One outcome of the staff development activities was that new materials and techniques were integrated into the curriculum. Another was that the staff developed a new cohesiveness and improved self-esteem and self-image.

In the **Addison North West District** in **Vermont** (118), inservice activities are planned by the entire Chapter 1 staff during regularly scheduled monthly meetings. Each staff member is encouraged to attend one major conference a year, which has been organized to provide training for Chapter 1 staff. They are also encouraged to participate in appropriate workshops elsewhere in the state.

Attendance is required at in-service sessions which the staff plan together. These are sometimes led by a staff member and sometimes by professionals from outside the system. All staff meet at least once a year, in a regional staff development activity offered by the Addison North East and North West districts.

Chapter 1 Needs Assessment

In order to plan a productive and meaningful in-service program the following areas have been listed for your consideration. Please use these numbers 1, 2, 3 for coding your answers.

1 = slightly interested 2 = area I'd like to work on 3 = immediate need

Feel free to add on any area not listed which you would like to pursue.

Evaluation
- ___Diagnostic tests
- ___Objective testing
- ___Informal Reading Inventories
- ___Other _____

Diagnosis
- ___Using testing results to formulate reading plans
- ___Determining Chapter 1/Special Ed placement
- ___Vision, hearing, or speech problems for referral
- ___Dyslexia
- ___Fernald Technique
- ___Cooper Method
- ___Reading Miscue Inventory
- ___Gillingham-Stillman Method
- ___Hegge-Kirk-Kirk Method
- ___Monroe Methods
- ___Other _____

Methods & Techniques Comprehension
- ___Request Procedure
- ___Cloze Procedure
- ___REAP Technique
- ___Guided Reading
- ___Directed Reading-Thinking
- ___SQ3R
- ___Herringbone Technique
- ___Other _____

Language Experience
- ___Allen's
- ___Ashton Warner's
- ___Stauffer's
- ___O'Donnell's
- ___Middle Grades
- ___Other _____

Word Analysis
- ___Developmental phonics
- ___Skills
- ___Structural analysis
- ___Durell-Murphy
- ___Other _____

Oral Reading
- ___Radio
- ___Echo
- ___Choral
- ___Paired
- ___Other _____

Readiness
- ___Language Development
- ___Listening Skills
- ___Visual and Oral Discrimination
- ___High Frequency Words
- ___Sound Start
- ___Other _____

Spelling
- ___Diagnosis
- ___Materials
- ___Methods
- ___Based on writing
- ___Other _____

Vocabulary
- ___Building and Expansion
- ___Using word games
- ___Other _____

Writing
- ___Journals
- ___Short Writing Assignments
- ___Early writing (Preschool, K, 1)
- ___Prewriting
- ___Revision
- ___Group writing
- ___Book making
- ___Poetry
- ___Vocabulary building
- ___Improving sentences
- ___Improving organization
- ___Grammar
- ___Other _____

Children's Literature
- ___Easy Reading
- ___Choosing books
- ___Library
- ___Book reports
- ___Puppetry, skits and plays
- ___USSR
- ___Other _____

Study Skills
- ___Reference
- ___Note taking
- ___Study guides
- ___Other _____

Computer
- ___Computer Literacy
- ___Programming
- ___Record keeping
- ___Writing
- ___Management
- ___Prepackaged programs
- ___Other _____

Madeline Hunter Techniques - Master Teacher
- ___Motivation
- ___Retention
- ___Reinforcement
- ___Instruction
- ___Transfer

The Chapter 1 staff in **Peterborough, New Hampshire** (119), include staff development activities in their monthly meetings. Staff discuss their needs in the sessions, and choices for presentations are made on this basis. For instance, the district speech and language specialist gave a workshop on language difficulties resulting from developmental, environmental or physical causes.

A portion of each monthly meeting is also devoted to sharing of information about instructional activities. Sometimes a staff member will give a short presentation on an instructional idea which he or she has found particularly successful.

The director of the Chapter 1 program in **School Administrative Union #18** in **Tilton, New Hampshire** (120), conducts a staff meeting called "Sharing Competencies" once a year after she has completed observations and evaluations of all staff in the program. Chapter 1 tutors work in relative isolation, and so this meeting recognizes staff for their special skills. It also means that the group can draw on each other's skills for professional improvement rather than relying entirely on outside resource people.

The project director prepares for the meeting by compiling a list of qualities which are vital to effective instruction. During the meeting she points out staff members who demonstrate these qualities. Every staff member is cited for some instructional quality or skill during this section of the meeting. As a second step, each staff person relates particular practices, instructional techniques, or methods which demonstrate their strength.

Four members of the Chapter 1 program in **School Administrative District #49,** based in **Fairfield, Maine** (121), created and taught themselves a course in computer use for which they received recertification credits.

The course was designed when the Chapter 1 program received funding to purchase computers and software, and it became obvious that there were no outside resource people who could make the decisions which were needed to determine which software should be purchased and how the computers should be used. The three primary objectives of the course were to:

1. Learn how to use computers to aid and supplement remedial instruction in reading and mathematics;
2. Evaluate, purchase and integrate courseware into the Chapter 1 program; and
3. Help students understand, use and enjoy computers in learning.

The entire Chapter 1 staff participated in a series of introductory sessions on computers so that they had a common basis of understanding. A teacher in the regional high school assisted with this part of the course. The staff found they had different interests, and so divided tasks which they had to accomplish, each researching a specific area in depth.

The next step in the process was to train each other and to integrate the information so that comprehensive decisions on the purchase of software could be made. The outcome was that the Chapter 1 staff were fully in control of the process of implementing computer assisted instruction in the system.

The expertise which the Chapter 1 staff gained through this experience enabled them to plan and run an evening Computer Education Awareness Workshop for the community. The workshop integrated not only computer use in the Chapter 1 program, but also presentations on such topics as programming for business and use of computer assisted career guidance systems.

Chapter 1 practitioners in leadership roles supervise staff in ways which help them improve instructional effectiveness.

Six professional Chapter 1 staff members of **School Union #47** in **Bath, Maine** (122), are members of a systemwide Instructional Improvement Team which has twenty-two members, including building principals, the Associate Superintendent, and the Superintendent of Schools. The objective of the Instructional Improvement Team is to focus on teaching and learning at the classroom level. The process involves every member of the team in the coaching model: everyone teaches, and everyone coaches those who are teaching.

The Instructional Improvement Team required a commitment from staff at all levels and significant effort from team members. The team meets twice monthly during school hours, and begins by choosing an area of theory on which to focus. For instance, the team has studied motivation, reinforcement and practice. All team members read relevant research on the topic and then discussed the implications for the classroom. Once members have had time to discuss the theory, they begin to practice implementing it by teaching each other. The next step is to take what they have learned and try it in the classroom with students.

Feedback is the most important part of the learning (and coaching) process. Two members of the Instructional Improvement Team observe the lesson when it is taught. Immediately after the lesson, they meet together with the instructor, and one of the observers critiques the practice teaching session. The second observer then critiques the critique of the session. Thus, team members receive feedback not only on their teaching ability, but also on their ability to observe and coach each other.

Members of the team consist of both teachers and administrators, and all are expected to play all three roles. Thus supervisors are often critiqued by classroom teachers. Principals and supervisors are actually teaching and improving their skills so that they can become better resource people to those whom they supervise. Administrators model the behavior they expect of their staff and learn to discuss specific teaching behaviors in order to supervise instruction more effectively.

Chapter 1 professional staff who are members of the Instructional Improvement Team meet monthly with the paraprofessionals whom they supervise to apply the coaching skills which they have learned. They do not yet expect aides to try out model lessons with students before a team of two teachers, and may not do so in the future. However, they are able to provide assistance on specific teaching techniques and are able to relate this directly to current research in teaching practice.

Lesson Design: What Are We Looking For?

1. **Anticipatory Set**—(Is the result of an activity which occurs during the time that students are arriving or changing from one activity to another.)

A. Did the teacher focus student's attention to the task? How?

B. Did the teacher provide brief practice on previously achieved and related learning? How?

C. Did the teacher develop readiness for the instruction to follow? How?

Examples:

"Review the main ideas of yesterday's lesson which will be extended today."

"Practice speedy answers to number facts for quick review before today's math lesson."

2. **The Objective and its Purpose**—(The teacher communicates clearly to students what he/she (they) will be able to do at the end of the instruction and **why** the accomplishment is **important, useful** and **relevant** to present and future life situations

A. Did the teacher clearly communicate what the students will be able to do at the end of the lesson? How?

B. Did the teacher emphasize why the accomplishment is important? Useful? How?

Examples:

"Yesterday I noticed that you had difficulty with _____. Today we are going to practice in order to develop more speed and accuracy."

"Today we are going to learn ways of participating in a discussion so we can each get turns and learn from other peoples' ideas."

3. **Instructional Input**—(The teacher must decide what information is needed by the students in order to accomplish the objective.)

A. Did the teacher identify/provide the information the students would need to accomplish the objective? How?

B. Did the teacher select an appropriate means for getting the information into the student's heads? How?

Examples:

- Students use library resources.
- Handout/board work with discussion.
- A film

4. **Modeling**—(It is a must that students see as well as know.)

A. Did the teacher demonstrate the learning by **visual** input of modeling accomplished by the verbal input of **labeling**? How?

B. Did the teacher focus on the critical elements of what is happening (or has happened)? How? (This helps students focus on essentials rather than being distracted by irrelevant factors.)

Examples:

"Watch while I do this problem and I'll tell you what I'm thinking as I work."

"Notice that this story has a very exciting opening paragraph that catches your interest by the first questions the author asks."

5. **Checking for Understanding**—(This step is an important, but often neglected, part of the process.)

A. Did the teacher check on the student's possession of essential information? How?

B. Did the teacher pose questions to the total group to focus them on the problem, developing readiness to hear the answer, and then getting answers from representative members of the group? or;

C. Did the teacher use signaled responses to check on student's understanding? How? (Selecting 1st, 2nd, 3rd, 4th answer by showing that number of fingers, thumbs up or down for "agree" or "disagree," to the side for not sure, raising the hands when examples are correct.) or;

D. Did the teacher provide an opportunity for individual private responses? (Usually written or whispered to the teacher so that each student is accountable for demonstrating possession of or progress toward achievement of the needed skills.)

Examples:

"Raise your hand if you know the answer to this question." (Sampling)

"Signal me whether you (1) add, (2) subtract, (3) multiply, or (4) divide by holding up that number of fingers. (Signaling)

6. **Guided Practice**—(New learning needs to be carefully guided so that it is accurate and successful.)

A. Did the teacher circulate among students to be certain that what has been taught has been grasped by the students before "turning them loose" to do independent practice?

B. Did the teacher see the students perform all (or enough) of the task so that clarification or remediation can occur immediately? How?

C. Did the teacher provide clarifying or remedial activities as needed? How? (This assures the teacher that the student is able to perform the task satisfactorily without assistance, rather than practicing mistakes when working alone.)

7. **Independent Practice**—(This can happen once the student can perform without **major** errors, discomfort or confusion.)

A. Did the teacher provide for independent practice? How?

Materials adapted from Hunter, Madeline, **Mastery Teaching**, El Secundo, CA, T.I.P. Publications, 1982

The director of the Chapter 1 program in the **Windham Southeast Supervisory Union** in **Brattleboro, Vermont** (123), has created a system so that Chapter 1 staff can observe each other teaching and learn from each other. Chapter 1 staff discuss teaching practices and materials as a regular part of their monthly meetings and have become a close-knit unit as a result of this discussion. The director has built on this cooperation and established a "visiting day" so teachers can see each other in action.

The Chapter 1 director presented the idea to the building principals in the supervisory union, who approved it. She then paired teachers likely to learn from each other and sent a list of the pairings to both the Chapter 1 staff and to their building principals. The teachers themselves had the responsibility for setting a date and time for the visit and gaining approval from their principals. Visits last for the morning or for a few hours, never for a full day.

The practice has now evolved to the point where teachers may make requests to visit a particular person to observe the use of specific materials and to learn teaching techniques. The practice was not difficult to implement, and the staff looks forward to it.

The project director of the pre-school project in **School Administrative Union #24,** based in **Henniker, New Hampshire** (124), meets with groups of four home visitors weekly for two and a half hours. During this time, they discuss the progress of each of their students and develop plans for the coming week. They bring up problems which they have encountered during the week and work together to come up with possible solutions. Home visitors are more isolated in their professional work than classroom teachers, so relating experiences and discussing them with their colleagues helps alleviate their feelings of isolation.

The Project Director also accompanies home visitors on a visit to a session in one of their student's homes to observe them teaching. During the visit the Director completes a sheet on which she notes her observations about the Home Visitor's organization and planning, rapport with the student, her enthusiasm, the responsiveness of the child, and the Home Visitor's use of language.

Home Visitors are periodically asked to complete self-evaluation profiles to refocus them on the curriculum and help them improve their own instructional effectiveness. Copies of both documents are kept on file so that the practitioner and Project Director can periodically review the Home Visitor's professional growth.

(See also practice numbers 6, 18, 51, 64 and 100.)

The project manager and the reading consultant are both responsible for staff supervision in the Chapter 1 program in the **Somersworth-Rollinsford School System** based in **Somersworth, New Hampshire** (125). When staff are hired for the program they are provided with a detailed project and job description. The reading consultant then assumes responsibility for initiating a clinical supervision cycle with each tutor.

The supervision cycle consists of conferences with tutors to identify professional development goals, observations of tutoring, and feedback sessions. The reading consultant usually commits about a day a year to each tutor to provide clinical supervision. During the feedback session, she will discuss the content of the lesson, the aide's goals and approaches which would have increased the likelihood of meeting them.

This clinical supervision process is totally separate from the formal evaluations of tutors. This is considered a service to the Chapter 1 staff; there are no written reports which come from it. The sessions do generate ideas for staff development activities, however.

The Project Manager and reading consultant also conduct a Monday morning monthly meeting for all Chapter 1 staff. Staff development is a regular topic at these meetings. The staff may discuss research in reading, language arts and motivation as well as other relevant topics. The response to the request for submissions for this sourcebook was the topic of one monthly meeting; the staff have since created a book detailing their responses and the extent to which they practice the research covered in this sourcebook.

Home Visitor Self-Evaluation Profile

Rate on scale 1 - 5; 5 = objective obtained

Action

1. Children are actively involved in activities. ___
2. Provides materials-equipment with which children can exercise muscles. ___
3. Provides materials that children can manipulate, combine and transform. ___
4. Provides materials that can be used in alternative ways to do the same thing. ___
5. Provides diverse materials which children can touch, smell, taste and listen to. ___
6. Systematically helps children become self-sufficient in tool use and routine procedures. ___
7. Children do things for themselves when possible. ___
8. Helps children extend actions by introducing new materials, questioning and choices. ___
9. Acknowledges and supports children's appropriate actions and choices. ___
10. Children are provided with choices. ___
11. Actively engaged with children on their physical level. ___

Language

1. Provides equipment which encourages the use of language. ___
2. Provides materials which encourage listening to language. ___
3. Talks to children at their eye level in a conversational manner. ___
4. There is a balance between teacher and child talking throughout the visit. ___
5. Listens to what children say/makes appropriate responses. ___
6. Refers children's questions/comments to other children when possible. ___
7. Conversations with children relate directly to what they are doing. ___
8. Encourages children to verbalize choices/predictions/observations and helps extend their vocabularies. ___
9. Encourages children to verbally describe feelings/actions/etc. and helps extend their vocabularies. ___
10. Describes things of actions for the child who cannot yet describe them himself. ___
11. In questioning children, begins with open-ended questions. ___
12. If children cannot respond to open-ended questions, asks more directed questions. ___
13. Encourages children who generally communicate non-verbally to talk. ___
14. Accepts child's manner of speaking but models adult language of community. ___
15. Models desirable language habits: eye-contact, listening, not shouting, etc. ___
16. When management statements are made, reasons are provided. ___
17. Writes down and reads back children's comments/observations/stories/songs/ etc. ___
18. Provides a wide variety of books which are age appropriate and always accessible. ___
19. Helps children with basic reading and writing skills if, and only if they request. ___
20. Provides opportunities to have fun with language. ___

Representation

1. Provides children with real things & real experiences to explore and use. ___
2. Provides real experiences related to ongoing representational activity in order to enrich representation. ___
3. Provides materials and opportunities to represent in diverse media. ___
4. Children are allowed to choose what and how they represent. ___
5. Assists children in recalling and symbolically representing what they have experienced. ___
6. Helps children to represent their plans. ___
7. Helps children extend their ongoing activity through representation. ___
8. Helps children represent the same thing in different media. ___
9. Provides opportunities to interpret symbolic representations. ___
10. Encourages and supports dramatic play. ___

Classification

1. Provides equipment or materials that can be classified or grouped in many ways. ___
2. Helps children investigate the attributes of things and label them. ___
3. Helps children describe how things are the same and how they are different. ___
4. Helps children describe things in many ways. ___
5. Helps children use "not" statements. ___
6. Helps children hold more than one attribute in mind at a time. ___
7. Helps children use the concept "none" and "all." ___

Seriation

1. Provides many materials which can be seriated. ___
2. Helps children make comparisons of two things along the same dimension. ___
3. Helps children arrange several things in order along one dimension. ___

Number

1. Helps children compare number and amount. ___
2. Helps children to establish on-to-one correspondence. ___
3. Helps children count objects by rote. ___

Space

1. Encourages children to fit things together and take them apart. ___
2. Encourages children to arrange or rearrange objects in space. ___
3. Helps children to recognize things and places from different spatial viewpoints. ___
4. Encourages children to describe spatial positions and relationships. ___
5. Encourages children to describe direction of movement. ___
6. Encourages children to describe relative distances among things and places. ___
7. Encourages children to explore the spatial aspects of the classroom and their own bodies. ___
8. Helps children interpret symbolic representations of spatial relations. ___
9. Helps children distinguish and describe shapes. ___

Time

1. Helps children recognize the beginnings and ends of time periods. ___
2. Helps children compare time periods. ___
3. Helps children predict and prepare for future events. ___
4. Helps children recall past events. ___
5. Helps children describe sequence of events. ___
6. The teacher uses conventional time limits accurately and appropriately when talking about past and future. ___

Feelings

1. Accepts and responds to child's feelings. ___
2. Helps child describe his feelings. ___
3. Helps children cope constructively with feelings. ___
4. Minimizes occurences of extreme frustration in children. ___

Working with Parents

1. Involves parents in home visit. ___
2. Shares observations with parents at end of visit. ___
3. Gives or obtains child development information to parent when there is need indicated. ___

Adapted from Hohmann, Barret & Weikart, **Young Children in Action: A Manual for Preschool Educators,** Ypsilanti, High Scope Press, 1979.

Goal Setting

The director of the **Manchester Schools** Chapter 1 program in **Manchester, New Hampshire** (126), has established a goal-setting process to focus individual staff development activities. At the beginning of each year she meets individually with all staff,

discusses strengths and areas which they would like to improve. From this discussion, they mutually arrive at a list of possible goals for self-improvement during the coming school year. The staff person and director then prioritize the items on the list, and from this the staff person establishes personal goals in an area of concentration.

The goals often relate directly to Chapter 1 goals for the year. They are detailed on an Evaluation Report form by the staff person, who makes written comments on each objective as it is achieved. This form serves as the basis for a discussion with the Director in the spring of the year. The progress prevents stagnation on the part of staff, documents professional development, and creates an orderly way of integrating staff and program development goals.

The Chapter 1 Director in the **Winooski School District** in **Winooski, Vermont** (127), meets with her paraprofessional staff for a weekly conference to discuss both the progress of students and also their own professional growth. She also meets with them daily on an informal basis, and discusses teaching skills.

Staff in the program are encouraged to observe each other as models. They often work together in the same rooms, and the more experienced ones demonstrate techniques and materials they use successfully. The process is informal but continuous. Teachers are also trained how to use aides from Chapter 1 effectively.

The Director formally evaluates aides in the program every year. A checklist is completed every December, and a more formal narrative evaluation completed in February as part of the school district evaluations. The checklist is used as a basis for discussion about specific teaching techniques and skills.

The director of the Chapter 1 program in **Portsmouth, New Hampshire** (128), encourages staff to use materials as effectively as possible. Staff members may sign out items from the Chapter 1 office for a full marking period, and the sign-out may be renewed for an additional marking period if no other staff member has previously requested the materials.

This practice provides staff with the opportunity to use a variety of materials. The Chapter 1 program serves seven schools, and thus materials which might otherwise remain unused in a central office are distributed around the system. Staff are encouraged to share their evaluations of materials across buildings as well as within them.

Evaluation Report

Submission of Peformance Objectives - October 15
Review of Performance Objectives - May 15

School _____ Date_____

Administrator _____ Position_____

A. Objectives:

B. Comments:

Signatures:
Administrator being evaluated _____ Evaluator_____

Date_____

Chapter 1 practitioners plan and conduct project evaluations for the purpose of program development.

When the Chapter 1 program in the **Orland School** in **Orland, Maine** (129), was reorganized, the school principal evaluated the program and wrote an extensive report on it which was intended to:

- explain the program organization to interested outsiders;
- record statistical patterns of Chapter 1 student progress;
- review the strengths and weaknesses of the program;
- serve as a way to determine if changes should be made in the program, and if so, what;
- provide an ongoing record of program evaluation.

The data for the written portion of the evaluation was gathered by the principal. She interviewed teachers and aides in the school and asked them what was working well in Chapter 1, how the program compared with the previous year, and what they thought should be modified. The Parent Advisory Council discussed the Chapter 1 program from its perspective, and these comments were incorporated into the narrative.

A second section of the evaluation consisted of graphs showing the number of students receiving different types of services through Chapter 1, and the results of pre- and post-test scores administered to them. These were designed to make any changes in the program and in learning outcomes easily understandable to those who read the report.

The third section consisted of copies of all the forms and form letters used in the program. It was a document which could be distributed to School Committee members to give them enough information so that they could realistically evaluate it. The document also proved invaluable to a new reading teacher hired from outside the system when she took over the program.

The co-ordinators of the Chapter 1 program in **School Administrative District #49,** based in **Fairfield, Maine** (130), conduct annual evaluations of both the regular and the summer programs which they run. The evaluation process incorporates the views of other teachers in the system, parents, and students in Chapter 1. The specific questions and forms vary annually, depending upon the needs of the program that year, but the general process is well-established.

Parents are invited to comment on both the school year and summer programs during a discussion at a meeting of the Parent Advisory Council held at the end of the school year. The information gained from the session is incorporated into planning for the coming year. Parents are also asked to complete a form at the end of the summer school program to share their reactions. Teachers are asked to complete a similar form.

Students' pre- and post-test scores are incorporated into reports on the program. In

addition, they are asked to write an evaluation of the summer program. Although these evaluations are not lengthy, they are often pithy and help the students to think critically. The practice communicates an atmosphere of concern about them and willingness to consider them significant participants in the process.

The Chapter 1 Co-ordinator at **Hardwick Elementary School** in **Hardwick, Vermont** (131), worked as a member of a task force to evaluate the school system and the Chapter 1 program as well. As a member of the task force, she created a sixty-five item multiple choice questionnaire, largely adapted to the needs of her school system from a questionnaire on school effectiveness developed by the Connecticut Department of Education.

The Chapter 1 staff all completed the questionnaire, and the results were analyzed in relation to seven areas of school effectiveness. These included:

- school environment;
- clear educational mission;
- educational leadership;
- high expectations of achievement;
- student progress;
- time allocated to learning and;
- home-school relations.

The information derived from the survey was presented to both Chapter 1 staff and to the school system as a whole to create an awareness of their perceptions about the strengths and needs of the school system and how those related to research about

Parent Questionnaire

Chapter 1 Summer School Project Catch-Up

YES NO 1. Do you feel that your child has benefitted from this program?
YES NO 2. Do you feel that this program should be continued?
YES NO 3. Would you send your child to summer school again?
YES NO 4. Do you feel that your child has improved in the area of:

a. Getting along with adults and other children?

b. Language (Talking and understanding what is said)?

c. Fine Motor Skills (Things like handling a pencil, cutting, pasting, coloring, etc.)?

5. If you wish to comment, please let us know what you liked and/or disliked about Project Catch-Up.

6. Please list any other comments or suggestions that you feel would improve the summer school program for another year.

Summer School Opinion Questionnaire

1. My child has attended a Chapter 1 Summer School Program YES ____ NO ____
2. On a scale from 1 to 4 rate (according to your feelings) the importance of a Summer Program (#1 being the most important). . . .
   in reading 1 2 3 4
   in math 1 2 3 4
   in both reading and math 1 2 3 4
   for pre-school students (Project Catch-Up) 1 2 3 4

If your child attended Summer School circle the appropriate number to indicate your level of satisfaction with your child's performance.

	Satisfactory		Unsatisfactory		Unable to Determine
Reading	1	2	3	4	N/A
Math	1	2	3	4	N/A
Project Catch-Up	1	2	3	4	N/A

Please add any comments for or against continuing a Summer Program:

effectiveness in education. Many Chapter 1 programs used a similar approach to identify practices to submit to the sourcebook.

Staff in the Chapter 1 program in **Lamoille South Supervisory Union** based in **Morrisville, Vermont** (132), have used the Quality Circle approach to evaluate the Chapter 1 program and develop solutions to problems which they have identified. Quality Circle members meet for 45-minute sessions once a week after school. They receive recertification credit for participating in the process.

The leaders of the Quality Circle are the assistant superintendent of schools and the co-ordinator of special education, who are adapting a tool used in industry to an educational setting. They have found it to be an effective way of creating change in an educational setting.

The steps involved in a Quality Circle include problem collection, problem selection, problem cause analysis, solution selection, and trial implementation. Those participating in the Quality Circle listed fifty-one problems relating to co-ordination of services between the classroom and either Chapter 1 or Special Education. The critical evaluation components come in selecting that problem which is most important or central to the difficulties of co-ordination between programs, and analysis of that problem so that all members understand it. This ensures that the group does not arrive at superficial solutions.

Quality Circles have well-defined procedures for analyzing problems, and for arriving at a solution which is acceptable to all parties. It has taken a whole year to learn the concepts, agree upon a proposed solution to the problem which participants considered to be most pressing, and to pilot a solution. A spin-off is that teachers are able to use the skills they learn in the Quality Circle in less formal ways in other settings for evaluation, problem-solving and consensus-seeking.

The building principal provides leadership in supporting the goals of the Chapter 1 program.

Management of the educational process in the **Somersworth-Rollinsford School District** in **New Hampshire** (133), is largely delegated to principals. Chapter 1 is seen as an integral part of the instruction which the schools provide to their pupils. This is built into the management system so that principals take the leadership for all matters concerning Chapter 1 in their building.

Chapter 1 staff are considered to be members of the regular faculty. Staff who are hired for Chapter 1 are screened by the Project Manager and one or two finalists selected. Principals interview the one or two finalists and have the right to reject them if they consider them unsuitable for the needs of their program. These staff report to the principal on everyday matters, and problems which arise relating to Chapter 1 and affecting only one school building are seldom referred to the project manager. Virtually all Chapter 1 staff are certified teachers, and all are college graduates. They work as professional equals of classroom teachers and attend the same staff development sessions as other staff.

The project manager of Chapter 1 is a principal, and thus works as an equal to all other principals in the system and can call on their co-operation in running the program. She retains direct leadership of the program in her own building, delegating responsibility for supervision of reading specialists in other schools to other principals. The project manager maintains contact with staff and overall direction of the program through monthly meetings.

The organization of the Chapter 1 program in the **Millinocket Schools** in **Millinockett, Maine** (134), contrasts with that in Somersworth-Rollinsford. The system has a full-time director of reading who is responsible for Chapter 1. The director of reading works to create ownership of the program on the part of principals. She involves them in creating goals for the program as a whole, and in discussing any changes in these goals. In addition, goals which are set at a classroom level are always presented in final form before they are implemented.

Principals participate in the interviewing of prospective staff. Wherever possible, a building principal will be given the choice of final selection of a staff person so that they make a commitment to the person who is hired for the position. All supplies for the program are also bought through the building principal. Chapter 1 funds are used for staff only; all supplies come from the regular budget and are subject to the control of the building principal.

The director of reading ensures that the schedules of those who are to be tutored through Chapter 1 and the names of any students graduated from Chapter 1 are sent to relevant principals before they are circulated to anyone else.

Principals are expected to, and do, attend parent workshops. They often take leadership roles, and so are seen by the community to be leaders of Chapter 1. They are members of the Parent Advisory Committee, and one of them is often its secretary. At the end of the year principals give awards to Chapter 1 parent volunteers who have worked in their buildings.

mike

I wis ther was
more school
it help me
I work I Like
maht I have
fun it help you

Contributors

Communicating Expectations

Indicator: Chapter 1 practitioners communicate high and positive expectations about achievement to all Chapter 1 students.

#	School/System	Address	Contacts	Phone
1	Curtis	W. Enfield, ME 04493	Laura Blanch Reading Specialist	207-732-4141
2	Neshobe-Rutland N.E.	Brandon, VT 05733	Peg Disorda Paraprofessional	802-247-3721
3	New Durham (SAU #49)	New Durham, NH 03894	Ellen Phillips Reading Teacher	603-859-2061
4	Laraway	Johnson, VT 05656	Cindy Cole, Teacher	802-635-7212
5	SAD #54	Skowhegan, ME 04976	Virginia Smith Reading Specialist	207-474-6221
6	SAU #24	Henniker, NH 03242	Nancy Evans Project Director	603-428-3269
7	SAU #42	Nashua, NH 03060	Pat Carnrite Project Director	603-889-5900
8	N. Londonderry	Londonderry, NH 03053	M. Gonzalez Teacher	603-432-7717
9	SAU #51	Center Barnstead, NH 03225	Catherine Hamblett Project Manager Carol Grainger Paraprofessional	603-269-8200 603-435-8391
10	George E. Jack	Standish, ME 04084	Ellen Gowan Reading Assistant	207-642-2851
11	Union Street	Springfield, VT 05156	J. Harding Teacher	802-885-5141 ext. 224
12	Gilford Elem.	Gilford, NH 03246	Gail Hines Rdg./Lang. Teacher	603-524-1661
13	Colebrook Elem.	Colebrook, NH 03576	Rosalie Hawes Proj. Manager/Teacher	603-237-4270

Indicator: Chapter 1 practitioners communicate high and positive expectations about Chapter 1 students' achievement to other teachers and parents.

14	Hinsdale High	Hinsdale, NH 03451	Susan Leach Project Manager	603-336-5601
15	Aroostook Ave.	Millinocket, ME 04462	Gloria Ferland Director of Reading	207-723-8663
16	Kennedy	Winooski, VT 05404	R. Villemaire Reading Coordinator	802-655-0411
17	Addison, NW	185 Main Street Vergennes, VT 05491	Gail Link Coordinator	802-877-2880
18	SAU #24	Henniker, NH 03242	Nancy Evans Project Director	603-428-3269
19	Campus/Baker	Lyndon Cen., VT 05850	Susan Pekala, Teacher	802-626-9306
20	SAD #71	Kennebunk, ME 04043	L. Ingraham Head Teacher	207-967-2121
21	SAD #49	School Street Fairfield, ME 04937	Faye C. Fuller Co-Director/ Reading Specialist	207-453-7502

Indicator: Chapter 1 practitioners communicate clear goals in basic skills areas to students, parents, and other staff.

22	Gov. Wentworth SAU #49	Wolfeboro, NH 03894	Jane Newcomb Project Manager	603-596-2050
23	SAD #49	Fairfield, ME 04937	Faye C. Fuller Co-Director/ Reading Specialist	207-453-7502
24	Hinsdale High	Hinsdale, NH 03451	Susan Leach Project Manager	603-336-5601
25	Newfound Area SAU #4	Bristol, NH 03222	Gretchen Draper Project Manager	603-744-2761
26	Cony High	Augusta, ME 04330	B. Livingston Teacher	207-623-1174
27	Union Elem.	Montpelier, VT 05602	Thomas Benton Coordinator	802-223-6343

28	Waterville Public	Waterville, ME 04901	Dot Raymond Director of Reading	207-873-0695
29	East School	Springfield, VT 05156	Howard Smith Chapter 1 Coordinator Cheryl Westerman Special Skills Teacher	 802-885-5141 ext. 265
30	Troy Elem.	Orleans-Essex North Derby, VT 05829	J. Ballinger Teacher	802-988-2565
31	Newfound Area SAU #4	Bristol, NH 03222	Gretchen Draper Project Manager	603-744-2761
32	Memorial Drive	Farmington, NH 03835	Carole Albert Teacher	603-755-2698
33	Irasburg	Irasburg, VT 05845	Jeanette Douglas Aide	802-755-6120
34	SAU #37	Manchester, NH 03104	Mary Freitas Coordinator	603-624-6426
35	Griffin Memorial	Litchfield, NH 03054	Vickie Sears Reading Aide	603-424-5931
	Indicator:	**Chapter 1 practitioners plan instruction to provide regular and frequent successful learning experiences for students.**		
36	Waterville Public	Waterville, ME 04901	Dorothy Raymond Director of Reading	207-873-0695
37	Missisquoi Valley High	Box 123 Swanton, VT 05488	Bev Myers Teacher	802-868-7311
38	Downeast Elem.	Bangor, ME 04401	L. VanSanford Reading Specialist	207-947-6709
39	SAU #51	Center Barnstead, NH 03225	Catherine Hamblett Project Manager Alice Daisy	603-269-8200 603-269-5141
40	Katahdin Avenue	Millinocket, ME 04462	Dorothy Howard Teacher	207-723-8663
41	Sherburne	Pelham, NH 03076	Elaine Burton, Tutor	603-635-7165

Planning Instruction

#	School	Address	Contact	Phone
	Indicator:	**Chapter 1 practitioners consistently maintain an environment that is conducive to learning.**		
42	Clinton Elem.	Morrison Avenue Box 188, Clinton, ME 04927	Sylvia Spear Reading Assistant	207-426-2181
43	Mayo Street Elementary	Dover-Foxcroft ME 04426	Patty Gruio Teacher Aide	207-564-2105
44	Danville Elementary	Danville, NH 03819	Pat Hanlon Project Manager	603-382-5554
45	Morristown Elem.	Morrisville, VT 05661	Dot Bliss, Coordinator	802-888-4600
	Indicator:	**Chapter 1 practitioners manage their instructional settings in ways that maximize student enagagement in learning activities and minimize disruptions.**		
46	SAU #37	Manchester, NH 03104	Mary Freitas Project Manager	603-624-6426
47	Memorial Drive	Farmington, NH 03835	Lola Wallace, Aide	603-755-2159
48	Asa C. Adams	Orono, ME 04473	Mary Metcalf Paraprofessional	207-866-4302
49	Asa C. Adams	Orono, ME 04473	Diane Oberg Debbie King	207-866-2151
50	Chester-Andover Elementary	Windsor Southwest Chester, VT 05143	Helen Donnis Math & Reading Teacher	802-875-2108
51	SAU #24	Henniker, NH 03242	Nancy Evans Project Director	603-428-7032
52	Oak Grove Elementary	Windham Southeast 230 Main Street Brattleboro, VT 05301	Marianne Buttner Teacher	802-254-5786
	Indicator:	**Chapter 1 instructional goals are related to the classroom goals for students.**		
53	Warren Primary	Warren, ME 04864	Pat Overlock Faustina Bryant Tutors	207-273-2890
54	Orland Consolidated	Orland, ME 04472	Dale Motycka Reading Teacher	207-469-2272
55	Groveton Elementary	Groveton, NH 03582	Judith Dvorchik Coordinator	603-636-1806
56	Rye Elementary	Rye, NH 03870	Winnifred Steams Teacher	603-436-4731
57	SAU #47	Peterborough, NH 03458	Nancy Rice Julie Hopkins Project Managers	603-924-7333
58	Morrison Memorial	Corinth, ME 04427	Lori Carlson Teaching Principal	207-285-3301

59	Somersworth-Rollinsford	Great Falls Somersworth, NH 03878	Elaine Lauterborn Project Manager	603-692-5421
60	Waterboro	Waterboro, ME 04087	Sandra Joy Director/Teacher	207-247-6126
61	Fairview-Stevens Mills	Minot Avenue Auburn, ME 04210	L. Milasauskis Reading Specialist	207-784-3559
62	Union #47	Bath, ME 04530	Erving Ouellette Assoc. Superintendent	207-443-6601
63	Goffstown Jr./Sr High	Goffstown, NH 03345	Cindy Allinson Reading Specialist	207-497-4841

Indicator: Chapter 1 practitioners use instructional methods and materials appropriate for their students.

64	SAU #24	Henniker, NH 03242	Nancy Evans Project Director	603-428-3269
65	Flood Brook Union	Londonderry, VT 05148	Virginia Love, Teacher	802-824-6811
66	Grafton Elementary	Windham Northeast Atkinson Street Bellows Falls, VT 05101	R. Griffin Resource Room	802-843-2495
67	Vickery	Pittsfield, ME 04967	Colleen Irish Reading Teacher	207-487-5575
68	Walker	Concord, NH 03301	Lenita Bofinger Teacher	603-225-9412
69	Rumford Elementary	Lincoln Avenue Rumford, ME 04276	Barbara Carey Reading Coordinator	207-364-8155
70	Pendleton/Capri Street Schools	88 Pendleton 49 Capri Brewer, ME 04412	E. Van deBogart M. Marshall	207-989-7200 207-989-6417
71	SAU #51	Center Barnstead NH 03225	Catherine Hamblett Project Manager	603-269-8200
72	Somersworth-Rollinsford	Great Falls Somersworth, NH 03878	E. Lauterborn Project Manager	603-692-5421
73	Somersworth-Rollinsford	Great Falls Somersworth, NH 03878	Elaine Lauterborn Pat Meserve	603-692-5421 603-692-3331
74	Irasburg Elementary	Irasburg Village Irasburg, VT 05845	Jeanette Douglas Aide	802-755-6120
75	Amherst Street	Nashua, NH 03060	Frances Goldthwaite Mathematics Teacher	603-881-4385
76	Spring Street Jr. High	Nashua, NH 03060	Marsha Chernoff Mathematics Teacher	603-881-4308
77	Burlington High	Burlington, VT 05401	E. Dutton, Teacher	802-863-4521 ext. 255
78	Main Street	Farmington, NH 03835	Cathy Condon, Aide	603-755-2181
79	St. Albans City Elementary	St. Albans, VT 05478	Sara Denny, Teacher	802-527-7117
80	SAU #51	Center Barnstead NH 03225	Catherine Hamblett Project Manager Sheila Freis	603-269-8200 603-435-8432

Indicator: Chapter 1 practitioners monitor their students' progress regularly and provide frequent and relevant feedback to their students.

81	Cony High	Augusta, ME 04330	Barbara Livingston Chapter 1 Teacher	207-623-1174
82	Charles M. Floyd	Derry, NH 03038	Monica Sharpe Remedial Rdg. Specialist	603-432-1242
83	Somersworth-Rollinsford	Somersworth, NH 03878	Elaine Lauterborn Project Manager	603-692-5421
84	Mayo Street	Dover-Foxcroft, ME 04426	Sue Eliason Reading Teacher	207-564-2105
85	Lincoln Community	Addison Northeast 9 Airport Drive Bristol, VT 05443	Mary Peabody Reading Teacher	802-453-2119
86	Deerfield Village Elementary	Wilmington, VT 05363	Nicki Steel Math Teacher	802-464-5177
87	Asa C. Adams	Orono, ME 04473	Dorothy Lynch	207-866-2151
88	Green Street	Windham Southeast 230 Main Street Brattleboro, VT 05301	June Burke Teacher	802-254-8144
89	Helena Dyer	130 Wescott Street S. Portland, ME 04106	Ellen Corrigan Reading Teacher	207-775-6501
90	Granite Street	Millinocket, ME 04462	Marion Pottle Teacher	207-723-8663

Indicator: Chapter 1 practitioners and classroom teachers cooperatively develop instructional plans for students and keep each other informed of individual student progress.

91	Flood Brook Union	Londonderry, VT 05148	Virginia Love Teacher	802-824-6811
92	Seabrook Elem. & Center	Seabrook, NH 03874	Bev Glover Lynn Hamilton Tutors	603-926-8616

93	SAD #19	Lubec, ME 04652	Charm Tinker J. Backhaus Pam Hall, Chap. 1 Team	207-733-5561
94	Little Harbour	Portsmouth, NH 03801	Connie Carmody Project Manager	603-431-8721
95	Newfound Area SAU #4	Bristol, NH 03222	Gretchen Draper Project Manager	603-744-2761
96	Waterbury Elementary	Waterbury, VT	Robert McNamara Coordinator of Special Services	802-244-5324
97	Hinsdale High	Hinsdale, NH 03451	Susan Leach Project Manager	603-336-5601
98	SAD #72	Fryeburg, ME 04037	Jan Gourley, Teacher	207-935-3458

Indicator: Chapter 1 practitioners actively involve parents in student learning.

99	SAU #42	Nashua, NH	Pat Camrite Project Director	603-889-5900
100	SAU #24	Henniker, NH 03242	Nancy Evans Director	603-429-3269
101	Rutland, NE Sup. Union	Rutland NE Brandon, VT 05733	Beverly Jones Chapter 1 Coordinator	802-247-3721
102	SAD #6	PO Box 38 Bar Mills, ME	Karen Burke Director Reading	207-929-3831
103	Lincoln Community	Bristol, VT 05443	Mary Peabody Reading Teacher	802-453-2119
104	Manchester	Manchester, NH 03104	Donna Northridge Mathematics Teacher	603-624-6427
105	Manchester	Manchester, NH 03104	Pauline Blekitas Parent Involvement Specialist	603-624-6427
106	Gov. Wentworth	Wolfeboro, NH 03894	Jane Newcomb Project Manager	603-569-2050
107	Somersworth- Rollinsford	Somersworth, NH 03878	Elaine Lauterborn Project Manager	603-692-5421
108	Ella P. Burr	Military Road Lincoln, ME 04457	J. Thurlow Reading Coordinator	207-794-3014
109	South Royalton	S. Royalton, VT 05068	Susan Brown-Doyle Reading Specialist	802-763-7740
110	Rye Elementary	Rye, NH 03870	Wendy Graham Project Manager	603-436-4731
111	Newfound Area	Bristol, NH 03222	Gretchen Draper Coordinator	603-744-2761
112	Manchester Area	Manchester, NH 03104	Pauline Blekitas Parent Involvement Specialist	603-624-6427
113	Underhill and Village School	Hooksett, NH 03106	Barbara Bills Home/School Coord.	603-485-9890
114	Aroostook Avenue	Millinocket, ME 04462	Gloria Ferland Director, Reading	207-723-8663
115	Rumford Elementary	Rumford, ME 04276	Barbara Carey Reading Coordinator	207-794-3014
116	Sherwood Hgts. Elementary	Sherwood Drive Aubum, ME 04210	Carolyn Carrigan Reading Specialist	207-784-1573

Providing Leadership

#	School	Address	Contact	Phone

Indicator: Chapter 1 practitioners are involved in the planning of staff development activities including those that are directly related to their role in the project.

117	SAD #54	Skowhegan, ME	Virginia Smith	207-474-6221
118	Addison NW	185 Main Street Vergennes, VT	Gail Link	802-877-2880
119	SAU #47	Rte #202N Peterborough, NH 03458	Julie Hopkins Project Manager	603-924-7333
120	SAU #18	Tilton, NH 03276	Diane Crim Director	603-286-3260
121	SAD #49	School Street Fairfield, ME	Diane Engler Co-Coordinator	207-453-7515

Indicator: Chapter 1 practitioners in leadership roles supervise staff in ways that help them improve instructional effectiveness.

122	SAD #47	Bath, ME 04530	Erving Ouellette Assoc. Superintendent	207-443-6601
123	Windham SE	Special Services Center Brattleboro, VT 05301	Nell Sather	802-254-9661
124	SAU #24	Henniker, NH 03242	Nancy Evans Project Director	603-428-3269
125	Somersworth- Rollinsford	Somersworth, NH 03878	Elaine Lauterborn Principal	603-692-5421

126	Manchester Area	Manchester, NH 03103	Donna Northridge Math Teacher	603-624-6427
127	Kennedy School	Winooski, VT 05404	Rite Villemaire Coordinator	802-655-0411
128	Little Harbour	Portsmouth, NH 03801	Connie Carmody Chapter 1 Director	603-431-8721
	Indicator:	**Chapter 1 practitioners plan and conduct project evaluations for the purpose of program improvement.**		
129	Orland Consolidated	Orland, ME 04472	Louise Biggie Principal	207-469-2272
130	SAD #49	Fairfield, ME 04937	Diane Engler Coordinator Faye Fuller Coordinator	207-453-7515 207-453-7515
131	Hardwick Elementary	Orleans Southwest PO Box 338 Hardwick, VT 05843	Nancy Stokes Director	802-472-5411
132	Lamoille South	Morrisville, VT 05661	Richard Colburn Asst. Superintendent	802-888-4541
	Indicator:	**The building principal provides leadership in supporting the goals of the Chapter 1 program.**		
133	Somersworth-Rollinsford	Somersworth, NH 03878	Elaine Lauterborn Principal	603-692-5421
134	Aroostook Ave.	Millinocket, ME 04462	Gloria Ferland Director of Reading	207-723-8663

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Maps of Contributor Locations

The maps of Maine, New Hampshire and Vermont are included to demonstrate the spread of school systems from which practices described in the sourcebook were selected. You may wish to use them to plan visits to one or more sites to see Chapter 1 programs in action.

Vermont
New Hampshire
North Troy
Derby
Colebrook
Swanton
Saint Albans
Irasburg
Johnson
Groveton
Winooski
Lyndon Center
Morrisville
Hardwick
Burlington
Waterbury
Montpelier
Vergennes
Lincoln
South Royalton
Brandon
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Wilmington
Peterborough
Litchfield
Derry
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Hinsdale
Nashua
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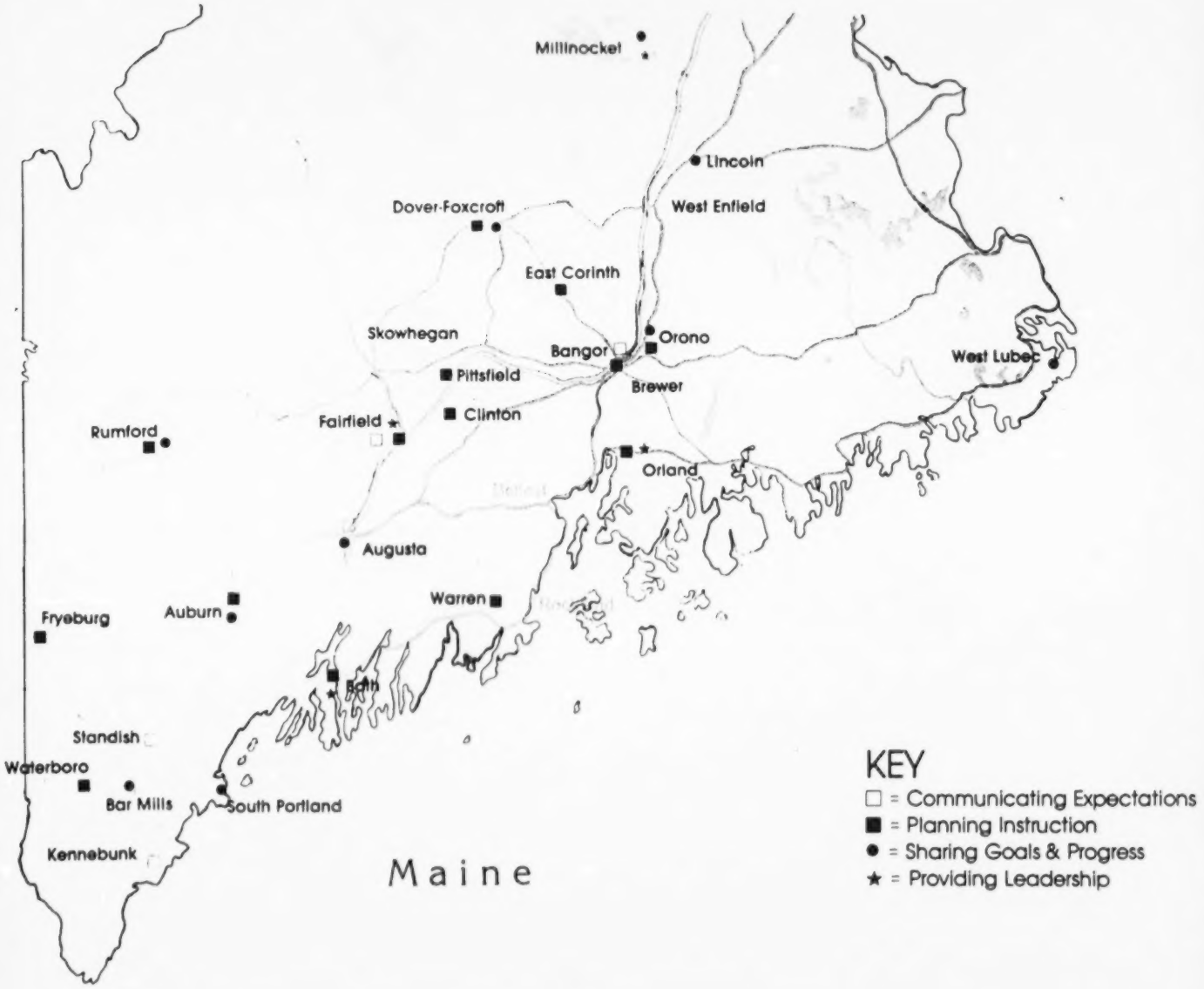
KEY
□ = Communicating Expectations
■ = Planning Instruction
● = Sharing Goals & Progress
★ = Providing Leadership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Dover-Foxcroft
West Enfield
East Corinth
Skowhegan
Orono
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Fairfield
Clinton
Orland
Augusta
Warren
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Bath
Standish
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KEY
□ = Communicating Expectations
■ = Planning Instruction
● = Sharing Goals & Progress
★ = Providing Leadership

Sourcebook Evaluation

Please take time to answer the following questions about the Chapter 1 sourcebook once you have reviewed and used the Chapter 1 sourcebook. Your candid comments will help to evaluate its effectiveness, and to improve training based on it.

Please circle the appropriate number on the scale below:

	Low				High
1. The information in the sourcebook has been useful to me in my program.	1	2	3	4	5
2. The information was well-organized and easy to find.	1	2	3	4	5
3. The text was clear.	1	2	3	4	5

4. What did you use from the sourcebook?

5. What did you consider were the highlights of the sourcebook?

6. What would you suggest changing if there were to be another edition of the sourcebook?

Tear this out and mail to:
Sourcebook Evaluation,
Chapter 1 ECIA, New Hampshire Department of Education,
State Office, Park South, 101 Pleasant Street,
Concord, New Hampshire 03301